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ABSTRACT

Intended to help community organizations interested in sponsoring and developing a vocational program, this reference guide identifies and discusses some major administrative, financial, and program concerns that constitute the embedding context of successful vocational education programs. Focus of the guide is on core elements that must be in place before a program is certified by the Vocational Education Section of the Kansas State Department of Education. Discussed in the main body of the guide are the host organization's mission and purpose, the advisory council, interorganizational arrangements, student management policies, and the budget process. Appended are extracts from principal public laws and regulations applying to vocational education programs; a list of Kansas junior colleges, area vocational technical schools, and proprietary schools; and an alphabetical listing of occupations with identified clusters. (MN)

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A GUIDE FOR NEW SPONSORS OF SMALL VOCATIONAL EDUCATION
PROGRAMS

Prepared by
Center for Public Affairs

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INTRODUCTION

History and Purpose

This reference guide is intended to be helpful to any Kansas community organization interested in sponsoring and developing a vocational education program which is to be certified by the Kansas State Department of Education, Vocational Education Section.

This reference guide, however, is not a "How-to-Guide" for filling out the numerous forms submitted when applying for certification; specific program application guidelines can be obtained through other publications of the Vocational Education Section. Rather, this reference guide identifies and discusses some major administrative, financial and program development concerns which constitute the embedding context of successful vocational education programs. It outlines core elements which must be in place before certification is granted and which are needed for the survival of the program. The guide will be particularly helpful to minority organizations which have limited experience with developing and administering educational programs. Any organization looking into the possibility of developing a vocational education program will find this Guide helpful in pointing out some of the "unstated requirements" essential for such programs. These "hidden necessities" are part of the cost of developing a program.

The idea for constructing such a guide came as a result of a feasibility study conducted by the University of Kansas, Center for Public Affairs, for the United Tribes of Horton, Kansas. This project was funded by the Kansas Department of Education to determine the likelihood that an extant vocational education program operated by the United Tribes of Northeast Kansas and Southeast Nebraska could be certified by the State Department of Education.

The feasibility study was undertaken to aid the tribes in identifying the requirements for certification for Native American groups and to help in

the preparation of their vocational education application. During the course of the study it became apparent that a great many organizational considerations must proceed the actual application process and that articulating those concerns was essential -- there must be some evidence that the vocational education program will be grounded in a viable host organization as well as evidence that the vocational education program would be self-sustaining. This guide is designed to be an aid to small vocational education programs being sponsored by special groups who have little experience in providing vocational education. It should be particularly helpful to minority groups.

In the pages that follow the reader will find five major areas which are considered important for the survival of any vocational education program. Each issue was chosen based upon three criteria.

- 1) A principle Federal or State law or Regulation states specific requirements in the area;
- 2) The issues are not self-evident and require considerable organizational expertise and development;
- 3) The issue requires considerable "hidden" cost and investment on the part of the sponsoring institution.

The areas to be addressed are:

- 1 - The Host Organization's Mission and Purpose
- 2 - Inter-organizational Agreements
- 3 - The Advisory Council
- 4 - Student Management Policies
- 5 - The Budget Process

The Appendix has three parts which are included because of their importance to the application and certification process. A specific effort was made to include items referred to in the "Guidelines for Preparing The

Vocational Education Applications"* but not listed. Such items included references to the "Education Amendments of 1976, Public Law 94-482 as interpreted in the Federal Registers for August and October 1977 and April 1980. Two other important document references have been included in the Appendix that are not referred to in the application guidelines. These are K.S.A. 72-4920-23, ARTICLE 18 -- Private Schools (Proprietary Schools) and ARTICLE 49 of the Kansas Proprietary School Act. Both documents are Kansas State Statutes that specify the legal foundation of Vocational Education for the State of Kansas.

SOME GENERAL ISSUES

What is included in vocational education? How much vocational training is reasonable for a starting program to attempt? What kinds of training should come first? What kinds of students should be invited to participate? What businesses or industries should be involved? How does the program relate to other programs in the area? What is the cost of complying with local, state, and federal laws?

All of these questions are important and must be answered as specifically as possible by any sponsoring institution developing a vocational education program. Vocational education includes not only different subjects, but also different special supporting services. Vocational education includes courses of study selected from hundreds of occupations. Some of these

*This document is sent to the requesting institution to guide them in preparing the actual certification application. Actually there are seven parts which include "...Local Plan..." (VE-1), "...Single Application..." (VE-2), "...Single Application Addendum..." (VE-3), "...Enrollment-Completion and Expenditure Report" (K-VED-1), "Program Follow-Up and Placement Report" (K-VED-2), "Special Programs for the Disadvantaged (no code), and "Guidance and Counseling Programs" (no code).

The State Guidelines also include a helpful "Glossary of K-VED" Terms with definitions and a listing of the two-digit codes used in standard occupational classifications.

occupations include small business management, farming, construction, secretarial science, agriculture, welding, truck driving, accounting, engineering, home economics, cosmetology, conservation, food services, insurance, medical technology, computers, masonry and many more. (See alphabetical listing in appendix. The Handbook of Occupations has a detailed listing of occupations with job definitions.)

Because there are so many areas of vocational training it becomes most important for the sponsoring group to develop a well thought out plan based upon an assessment of what they are prepared to teach and what knowledge and skills various individuals will need to be qualified for jobs found in the area. This means the sponsoring group will need to conduct a technical needs assessment that includes a survey of the major employers in their area. The survey should ask detailed questions about the kinds of skills and knowledge needed to work skillfully in each work setting the program includes in its training curriculum.

In addition, such an assessment requires the sponsoring group to look at their own organizational history to clearly identify their current mission and purpose. This will ensure that the goals and objectives of the planned vocational education program will be "linked to" and "compatible with" the mission and purpose of the organization as well as with the employment demands of the area. In order for the sponsoring institution to accomplish this it is necessary for them to conduct a self-study.

Deciding who to train, in what skills, at what cost, can be difficult to determine. If the process is approached systematically and with the conviction that vocational education is an important goal then the fruit of such a major undertaking can be well worth the cost and effort.

THE HOST ORGANIZATION'S MISSION AND PURPOSE

A self-study is a process where an organization makes a technical review of its own history, objectives and current practices prior to developing specific goals for a new program. There is no federal or Kansas law that specifically states a sponsoring institution is required to conduct a self-study prior to making application for certification of a vocational education program though its necessity is implicit.

There are indirect indications of such a need when one reviews some of the requirements set out in the certification application guidelines. For example, the guidelines require documentation of how the LEA (local education agency) determined program needs, extent of supervision of students, by whom, amount, frequency, space to be used, funding, and bonding of both director and the program. It is not too difficult to see that such specific administrative requirements are going to demand considerable time, attention and resources from the sponsoring institution and that it is necessary to assess the organization's ability to provide them before seeking certification.

After conducting a feasibility study with the Native Americans of the United Tribes it became very clear that a self-study is essential. Without such a process the sponsoring institution is unable to clearly and unhesitatingly answer pragmatic questions about the organization's ability to support a vocational education program. Answering questions such as the following is essential to the certification.

- 1) How does the new program "fit" with other on-going programs? Is the new program to take priority over or replace other programs?
- 2) Will resources to support the vocational education program, such as people, space, or money, be taken from the supporting organization?
- 3) Where will resources come from if not from the supporting organization?
- 4) How does the new program help achieve the mission of the of the sponsoring organization?

5) what clients are to be served by the vocational education program?

These and many other kinds of questions emerged from our feasibility study. It was clear that the "old on-going" part of the institution did not know where it stood in relation to the new "up and coming" part. This suggested to us that a self-study would help in several ways.

The employees would see that the old is related to the new in very specific ways. They would themselves be involved in developing goals for the new program. This involvement would reduce their anxiety about being spread thin by resources being drawn away from their present work or by being displaced by a new activity.

By developing a clear, current set of objectives based upon a comprehensive self-study the sponsoring institution would be in a much better position to move into the new program.

These objectives would become a blueprint of what the program is expected to do and for which it will stand accountable. The objectives become a document from which measurement instruments are prepared in determining the adequacy or inadequacy of the program. The statement of objectives clarifies for all affected parties the role of the new program and organizational staff can use their energy to assist in the program's development rather than fight it as a source of competition.

The following document resulted from the self-study conducted for the United Tribes and illustrates the type of statement that can be expected.

UNITED TRIBES VOCATIONAL EDUCATION GOALS

The following vocational educational objectives arise out of the total context of the Iowa and Sac and Box tribes, their constituent service area, the community colleges and vocational technical schools and the larger environments of the program namely, northeast Kansas, southeast Nebraska and the state of Kansas at large. The critical sources of influence come from the heritages

of the two tribes, the needs of people in the surrounding area and the educational standards of both the Kansas Department of Vocational Education and the professional educators serving in local Junior College, Community College, Vocational Technical schools. The leaders of the Iowa and the Sac and Fox vocational educational program are committed to excellence and relevance in their educational programs.

The vocational education program of the United Tribes provides preparation for the beginning level of independent work in the fields of small business management, small program management, and agriculture. The goal of independence in work and work organization has been a long standing goal of the Iowa and Sac and Fox Nations. During the current decade the tribes have created a professional service unit that is an incorporated organization whose dedicated purpose is to serve the needs of their native American people. The United Tribes Agency was created in 1972 and continues to serve the two tribes. The United Tribes professional staff is an instrument providing developmental guidance to insure that effective and useable educational and service programs are developed for the tribal members.

The central purpose of developing vocational education is to promote and establish a social and economic self-sufficiency for the members of the Iowa and Sac and Fox Tribes. These two tribes see the need of developing more trained and skilled members in order to realize their aspirations of increased prosperity and full independence. The vocational education program is intended to provide essential development in the area of work socialization that is indispensable as a means and support to economic development. Economic development without social development leads to confusion, poor organization and ultimately a deeper dependency. This educational program is being designed to counter dependency both socially and economically by developing the capacity of tribe members to effectively carry out key work roles. The knowledge and skills resulting

from the vocational education program of the United Tribes will provide a foundation that will enable the tribes to establish and maintain structures and mechanisms needed for planning and coordinating both federal and non-federal resources.

The United Tribes Vocational Education committee has established the following set of objectives to guide the administration of the program. The objectives are given in priority order of administration.

1. Preparation for the beginning level of independent work and independent work organization in one of three fields (small business management, small program management, and agriculture).

Specifically, INDEPENDENT WORK refers to the ability of a trained, skilled worker to carry out the major tasks and assignments expected of a worker holding a similar position in both private and public employment. INDEPENDENT WORK ORGANIZATION, refers to the ability of a trained, skilled worker to manage a small business, business office, or program in order to enable that enterprise to achieve independence, self-direction and be self-sustaining as an independent agency.

2. Provide courses of study that will adequately prepare any student for advanced standing in vocational technical schools and community colleges.

Preparation for advanced standing in vocational technical schools, junior and community college programs is a number two priority in order to create opportunity for any student to continue both their educational and vocational careers. This objective establishes the United Tribe's vocational education program as being committed to the total educational needs of those they serve.

The program will reach the objectives of achieving advanced standing by the following developmental activities:

- a. Develop a working relationship with all community, junior and

vocational schools within the defined service area.

b. Identify the conditions under which departments in these schools will accept United Tribe students.

c. Identify for students key areas of study most supportive of their future educational and vocational goals.

d. Identify for students the specialization areas available in the area of educational programs.

e. Order, review and display program literature from area programs.

f. Provide for students the basic advising necessary to ensure their clear understanding of opportunities available to them.

The new program will relate to on-going programs in the following ways:

a. A self-study committee will be created and will be made up of representatives from each department.

b. Any demands placed upon current programs will be planned and negotiated with that department.

c. A proposal for the use of personnel, space and funds will be written and submitted to the board for their approval.

d. It is the intention of the self-study to enrich the programs of the United Tribes and not to introduce any competition with other programs.

It should be clear from the foregoing that any institution giving thought to developing a vocational education program must first give full consideration to the present state-of-affairs that exist in their agency. A method that would be able to accomplish this need would be comprehensive self-study process.

THE ADVISORY COUNCIL

An advisory council is required by federal law as interpreted in Section 104.11 and Section 104.112 of the Federal Register (see Appendix A for a full

statement of the Federal Law).

It is the intent of this section to give a fuller rationale and explanation of how important the advisory is and how its function benefits the overall program. This section also addresses some of the "How to" in developing and maintaining an effective advisory council.

The purpose of an advisory council is to provide broad community feedback and guidance to the vocational program. A carefully selected, well managed advisory council can be an asset to the program in the following specific ways.

1. Feedback

Because the members of the advisory are located throughout the community and the area served by the program, they are able to "hear" concerns and attitudes expressed by various individuals who do not bring their concerns directly to the program leadership. Community people usually find it more comfortable to speak to an advisory member. This is generally true because the advisory member is also a community person and the concerned person can approach the program indirectly through the advisory member.

Since advisory members hear both positive and negative information, they need to be mature understanding individuals who feel concern and responsibility for both their community and the vocational program. As a result they will handle information they receive in the best interest of both the community and the vocational program.

The role of the advisory council member in giving feedback to the program is sufficiently important that sensitivity to community careers and objectivity should be considered as criteria for selecting advisory members. If a person is known to be unable to keep a balanced perspective, then he should not be invited to be a member of the advisory.

2. Community Support

Advisory members are also members of other community organizations. They are thus in a position to make others aware of the programs' success, needs and purpose. An advisory member can give support to the program in many indirect ways. For example, if the advisory member is also a member of the Chamber of Commerce, the Kiwanis Club and the Community Recreation Center, he will be able to inform the program of competing community time schedules, or if the Kiwanis is seeking an annual project to support, the advisory member could see that the needs of the vocational education program were included on the Kiwanis agenda.

The advisory member can also explain the program to concerned individuals who may not otherwise have heard about the program. The above examples are only a few of the many ways the advisory can give support.

3. Technical Assistance

Many times advisory members are themselves professional educators, lawyers, or small businessmen. Because of these expert roles, they would be able to contribute in a technical way to the development of the program. Vocational education is a very complex "people developing" activity and it requires considerable sharing and cooperation between many individuals.

There are other ways advisory members aid the program. Mentioned here are only three specific ways. Another important aspect of the advisory is the criteria used in selecting members and the ways of effectively managing the advisory throughout the course of their participation with the program.

ADVISORY MEMBER SELECTION CRITERIA

Before inviting a person to become an advisory member, the program director and planning committee should give some thought to the following issues and concerns.

1. How long has the candidate lived in the community?

A person who has lived in a community for 10 years or more is able to have a deeper awareness of the community than someone having lived in the area a few months or even 2 years. If the potential member has held the respect of the community for years then he/she is able to give the program an image of solidarity and thus people are more likely to accept and invest in the program.

2. What kind of experience has the candidate had in "key" community roles?

Has the candidate been an employer? Has he held public office such as councilman, mayor, club officer to name a few. Is he known broadly in the community? Any combination of roles like those mentioned above will strengthen the members ability to draw community interest to the program.

3. Does this candidate have the respect of the broad community?

4. Does this candidate have the time and personal interest to give to the program?

Even if the person who is being considered as a member of the advisory has all the qualities that are desirable in such a candidate it is important to realistically present to him the kind of time that will be needed for him to be effective as a member. An excellent member can be of limited value to the program if they are unable to attend regularly scheduled meetings or to carry out various projects that are planned by the advisory. The time required to be an advisory member will be further detailed later in this guide.

5. Do the skills of the candidate enhance the skills the program is training?

If the program is teaching skills in small business management, it then follows that the program could strengthen its position before the community by having an experienced, successful, longtime community small business owner

on the advisory.

The above are only some of the issues and considerations to make when selecting individuals to invite as advisory members. In building an effective advisory board, it is not enough to have a clear member selection and recruitment plan. The program must have a plan for developing and working with members. An advisory board development plan includes the following.

- 1) How often to meet?
- 2) How long to meet?
- 3) How much work is realistic for members who are volunteers holding other full-time commitments?
- 4) How should the advisory be organized?
- 5) Should minutes be taken at each session?
- 6) What kind of representation should the advisory have?

These are important questions and the answer for each question will vary from one program to another. Here are some basic thoughts to consider when answering the questions for your specific situation.

Generally it is best to meet only as often as is necessary to complete essential business. The members are busy people and their time is valuable and must be respected. Usually people of this quality do not mind investing time in a meeting that is well prepared and well managed. This means the agenda are prepared and sent out in advance. The meeting takes place on time and stays on task. Slow start, unfocused, and poorly planned meetings is a good way to loose effective people.

Advisory meetings usually work best if they meet for 1 to 2 hours once a month. Dinner meetings are less advisable when specific work tasks need to be completed. They work very well when members are just beginning to meet and work with each other. Times of the day that can be considered are 6:30 to 8:00 for early risers, in rural areas this may be a good time.

1:00 to 2:30 on Friday is sometimes good because the week slows down at that time for some. Evening meetings can conflict with personal schedules. The general rule is to meet at a regular time in a regular place. Sometimes visiting the place of employment of each member is good because it introduces each member to the kind of work they each are involved.

If the advisory is to be taken seriously by members who are important community business and professional people then, its organization should be taken seriously. The comments and recommendations of the advisory should be included in policy that is written for the program. When members see that their contributions are taken quite literally their regard for their role in the programs development will be enhanced. It should be made clear to the members that their "advice" is taken very seriously. If not, then members will soon "wain" and loose interest in the program.

Therefore it follows that the advisory should have a formal organization with chairmen, co-chairmen, secretary (usually a staff member of the program) etc. Prompt minutes will strengthen the members feeling that they are a part of a "going concern" that requires their best contributions. The advisory should be representative in several senses. It should represent the kinds of work the program curriculum covers. It should represent employers that are supporting the program. It should represent the geographic area served by the program. It should include a student after the program has produced alumni. It should include other vocational educational programs and professionals in the area.

INTER-ORGANIZATIONAL RELATIONS AND THEIR IMPACT UPON VOCATIONAL EDUCATION PROGRAMS

The formalization of inter-organizational relationships is a complex process and is required by law (see 101.141 Requirements for filing a general application Appendix A). It is one of the most difficult areas and requires professional staff who have been trained in community organization.

The complexity arises because there are many kinds of organizations which interact with vocational education programs. For example, the vocational education program being planned in the Horton area would be required to have a coordinated agreement with CETA, the BIA, Co-Op, the school district, Highland Community College, the State Department of Education, and the two tribal councils that sponsor the United Tribes Agency. The time and skill required to develop and maintain such relationships is very much underestimated by the organizations involved.

This section is presented in an attempt to introduce the skills needed to develop these relationships and the kinds of formal contracts and agreements possible. Every vocational education program is conducted in relationship to other agencies that operate around them. The program will always have some effect upon these other programs, both directly and indirectly.

For example, when the program graduates students, some of them will seek employment in various organizations and agencies nearby. If the employing agency has a "knowledge of" and "experience with" your program, they will feel much more confident in accepting a student as an employee than if they had no knowledge of the program's goals or if they have a negative attitude because of not being "worked with" or included. An effective program will make use of techniques and procedures much like those being given here as examples. The actual effective practices of individual programs will vary from situation to situation.

Each community varies in the number and kind of established organizations and programs available. Some organizations and programs are more important than others. There are specific factors that will help in determining which organizations are important to any specific vocational education program. Here is a list of organizations and factors to be considered.

I. Small Business Organizations who require of their employees the same skills or training in which your program specializes. Example: Business organizations need employees who are skilled at keeping financial records, supervising other employees and making written reports. If your vocational education program has courses in accounting, personnel management, and business document preparation, then this business organization is important in at least four respects: (a) The business organization could employ some of your students, (b) the business organization could be used by the program as a practice skill training setting, (c) employees of this business organization may come to your program for training, and (d) a management person from this organization could be a member on the vocational education program advisory committee.

There are many kinds of small business organizations that can show interest in vocational education. These organizations are public and private as well as profit and non-for-profit. Examples of some are:

1. Food Service (grocery and restaurant)
2. Automobile Sales and Service
3. Small Business Office
4. Farm Supply and Implements
5. Finance and Loan
6. Real Estate and Housing Markets
7. Hardware and Building Materials
8. Plumbing and Pipe Fitting
9. Air-conditioning and Home Appliances
10. Barber or Cosmetology
11. Manufacturing
12. Construction

13. Transportation and Utilities
14. Forestry
15. Department and Variety Stores
16. Engineering
17. Health Care
18. Laundry and Dry Cleaning
19. Day Care
20. T.V. Repair

A creative vocational program will survey the small business organizations that operate in their immediate area with the specific purpose of identifying the various skills needed by these organizations.

II. Government organizations who provide funds to individuals for education and job training. Example: Prime sponsors of manpower programs established under CETA have as their mission the provision of manpower employment and training services as well as necessary support services to enable unemployed and underemployed persons to obtain and retain employment.

CETA manpower programs are important to some students because they provide individuals with financial support and because they influence to some degree where the student seeks training opportunities. It should be noted that government organizations have many different forms and levels. The basic levels include the federal, state, regional, county, township, and municipal (city).

Each of these levels of government produce a variety of organizations that are important to vocational education programs. CETA has been mentioned as one federal agency. There are many others such as the Bureau of Indian Affairs, Office of Equal Employment Opportunity, Vocational Rehabilitation, Department of Health and Human Services and National Institute on Mental

Health, to name just a few. The important thing to consider in regard to federal level government organizations is to identify how they can be resources to both the vocational education program and the students served by the program.

It is not enough to only "know about" or have a list of federal organizations active in the immediate area of the program. The program must actively contact, coordinate and give assurances of the programs' intent to cooperate with these programs. Later in this manual specific suggestions will be made on how to establish and maintain an active working relationship with federal agencies and programs.

There are many important organizations that are at the state level of government. Such organizations as the Kansas State Employment Agency, Social and Rehabilitation Services, Kansas Balance of State, Kansas Department of Education, and the Kansas Educational System which includes state supported four year colleges, community and junior colleges, and vocational technical schools and state regulated proprietary schools.

State level government is both a resource and a means of regulation for vocational education. An effective vocational education program will establish an active ongoing relationship with the Kansas State level organizations that are active in the same service area the program has identified for itself. More will be said later regarding "how to establish and maintain a working relationship with these organizations."

There are planning regions at the state level. These regions are made up of various counties that are designated as a regional planning unit. Generally, these regional level organizations do not directly affect vocational education but on occasions they will.

HOW TO ESTABLISH AN INTER-ORGANIZATIONAL AGREEMENT

How do you say hello to another organization? How do you build a working relationship so that some form of mutual cooperation and agreement can emerge?

Organizations "hear" through their formal channels of authority and responsibility. Each organization has a sponsor like a board or another higher level agency, an executive officer and various levels and divisions of employees who carry out the work assigned each department. In order to develop a working relationship, and eventually a contract, it is necessary that the executive director contact the organization to be "worked with" and establish a meeting between the two directors. The first meeting should include the director and one or two key department people, those most knowledgeable about the kind of cooperation needed between the two organizations. The purpose of the first meeting is to clarify the concerns and issues. It is important to assure that key people are present and prepared to address each concern. It is also important that adequate time and a number of meetings be dedicated to mutual sharing and comparing of concerns. Sometimes some individual meetings need to take place before the larger groups can make further progress.

The ultimate goal for all meetings is to arrive at a formal document of mutual understanding and agreement. Here are two examples of the form interorganizational agreements can take.

LETTER OF UNDERSTANDING
BETWEEN

(Specified State Vocational Educational Programs)

and

The United Tribes

With a common desire to assist area residents in securing needed vocational education, and in an effort to advance the concerns of quality vocational education for Native Americans, and with students and beginning programs available to the United Tribes, and through advanced training made available by (specified state vocational education training program), cooperative efforts to assist Native Americans and other area interested persons in receiving needed vocational education will be made in the counties of Nemaha, Brown, Atchison, Jackson and Pottawatomie.

Efforts to recruit qualified Native Americans and others in the aforementioned counties to understand available vocational education opportunities and to make application to appropriate courses of study through qualified student advisement to area vocational educational programs will be made by the United Tribes.

The (specified junior college) will make known to relevant Native Americans and others the availability of the programs provided by the United Tribes.

In addition, the United Tribes agree to make full use of materials and resources made available through the (specified junior college) programs.

Judi Feist, Director
United Tribes

Director
(specified state vocational education program)

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING is between the United Tribes and the (specified state vocational education program).

WHEREAS, the United Tribes and (specified state program) share common objectives in the desire to help Native Americans and others to receive needed vocational education that enhances their tribal life activities and their ability to aid the Tribe and themselves individually to achieve and maintain social and economic self-sufficiency toward the goal of social and economic security.

WHEREAS, cooperation between the United Tribes and (specified state program) in achieving these common objectives will strengthen the services of both programs;

NOW, THEREFORE, the United Tribes and (specified state program) do agree to the following:

I. To cooperate in establishing a more effective vocational education program for Native Americans in the counties of (list).

A. The United Tribe agrees to:

- 1.
2. (items of agreement --
3. United Tribes contribution)
- 4.

B. The (specified program) agrees to:

- 1.
2. (items of agreement --
3. specified program contribution)
- 4.

II.

(Further conditions of the mutual cooperation of the two agencies.)

III.

IV.

THIS MEMORANDUM OF UNDERSTANDING may be amended or terminated at any time upon mutual consent of the parties hereto and may be terminated by either party through majority vote of the United Tribes board or () upon sixty days written notice to the other.

IN WITNESS THEREOF, the parties hereto have executed this memorandum of understanding on the day indicated.

United Tribes

(Specified Agency)

Board Chairman

Board Officer

Date

Board or Agency Chairman

Officer

Date

STUDENT MANAGEMENT PRACTICES

Students are the heart of any vocational education program. There are many factors and issues that affect the learning situation and thus the student. Each vocational education program must have a plan to deal with the following kinds of concerns.

1. The ratio of teachers or work placement supervisors to students.
2. The mix of high school students and adult learners coming from established work experiences.
3. The advising requirements of students with weak academic backgrounds and a history of difficult school adjustment and those with strong social supports and higher level academic preparation.
4. The balance between academic standards and student performance.
5. The decision to serve handicapped student generally and with special support programs.
6. Commitment to student follow-up in post graduation job placement services.
7. Student conduct and governance policies.
8. The degree of investment in student support services such as guidance counseling and class tutors.

Student management policies and practices will need to address these and many more issues. The law requires all programs to report their student management policies (see Article 18 section 91-18-29 (H), (2) (B)). The state application guidelines have a very detailed report list that is required of each program. In short, this is a heavily reviewed area that requires professional education administrative experience that goes well beyond class room experience. The coordinator or administrator of the program must be a qualified and experienced educator. The requirements of a qualified educator are beyond the scope of this guide. This guide will address more specifically the issues of admission policy, admission standards and pre-admission student assessment. These areas were selected because of their direct influence on the public communications used in contracting with students.

STUDENT MANAGEMENT POLICIES

General Admission Policy

Admission policy refers to the "attitudes" and "practices" of the vocational education program toward the type of student to be admitted. It includes the formal procedures followed from the time the student declares an intention of attending the courses of the program. Admission policy is also directly related to other aspects of the programs administration. For example, student advising, student records, and student work placement.

Generally, an admission policy should include a clear statement of the program's "open door" attitude regarding race, sex, color, creed, national and ethnic origin.

Admission policy should specify the institutional criteria that guide the admission practices of the program. If the program seeks recognition by The National Association of Trade and Technical Schools, The Kansas Department of Education or that of the local Junior and Community colleges,

a statement of the program's commitment to due aims of these broader educational institutions should be made explicit in the admission policy statement.

Admission Standards

The program should state the performance and competence standards they require for admitting the student to any specific courses required by the program. These standards should be visible in the public relations communications with the student and be clearly detailed in the administrative policy and procedure manual for the program.

Admission criteria that enter into admission standards could include the following kinds of considerations:

1) Academic Performance

The grade point average (GPA) is a universal educational standard. This would include high school, trade school, and college grades. Grade point average is an effective indicator of the student's commitment to the learning process as well as his success in prior learning efforts.

Knowledge content in the various courses taken are indicators of the student's background and learning readiness. The need for being prepared to take courses in a selected area is very important and can make the difference between the student completing the work with confidence or with minimum performance. The program should include in the statement of standards the essential prerequisite knowledge, skill or experience necessary for undertaking any given course of study.

2) Employment Experience

Credible excellence in an employment experience is a good indicator of a student's general social maturity and breadth of life experience. Special attention should be paid to successful experiences that are related to the course of study and skill the student is seeking. (See student advising).

The program's administration manual should identify how work experience data are collected and filed for each student. Work experience data should include sufficient detail about the experience so that an advisement judgment can be made regarding exactly to what degree the experience is related to the course work being considered. There are many factors that relate to work experience. Quality work experience can be clear only if the description of the actual work activities is detailed. Work experience data should include place of work, department of work, title of position held, supervisor rating summary, list of work activities and any other identifying information that will make it possible for a student advisor to clearly link work experience to the student's learning.

GENERAL COMMENTS ON STUDENT ASSESSMENT

When a vocational education program admits students, it is important that each student is advised and assessed based upon an understanding of the student, the situation out of which the student comes and the student's previous educational experience.

The following student evaluation plan is merely suggestive. There are many different ways of approaching student evaluation. By presenting a detailed plan and procedure some of the technical issues and complex judgments are made more explicit. This particular plan is not considered to be a required, or in any way, a final or "better" plan. It is simply a systematic effort at addressing the concerns and problems related to student assessment.

STUDENT EVALUATION PLAN

Every student participates in Pre-Intake and Intake activities in order to determine needed services and to develop a vocational evaluation plan. Depending on Intake outcomes the client is then routed through appropriate services.

Vocational evaluation staff and students continuously process results and modify plan to meet student needs. This information-processing approach works if the student/staff ratio can be near 5 students per staff member.

The student exits the process with a well-defined employability plan which is developed jointly by the student and staff member. An exit interview reviews the plan with student and appropriate action steps are outlined. A final report is written by the counselor and may be sent to the referring agency, potential employer or training/educational institution officials.

1. Student Plan - The following service delivery time frames must be viewed as approximations because of the individualization of student planning and resources available to the agency for vocational evaluation.

Student Plan Path #1 - Intake, Exploration, Assessment to Exit. The student moves from identification of a vocational goal to verification of that goal in from 20-30 student contact hours.

Student Plan Path #2 - Intake, Assessment, Exit. Verification of a vocational goal is frequently accomplished in less than 20 contact hours with a student. This path is appropriate when the student comes to Intake with a realistic occupational goal which needs to be checked out before making a placement.

2. Student Plan Path #3 - Adding Employability Skill Development - This service requires an additional 20-25 client contact hours.
3. Student Plan Path #4 - Adding Work Adjustment Training - This is an on-going follow-through process of observing and evaluating the student while he is working. This service is designed to increase employment longevity. This service could continue as long as six months after job placement.

Schematic

Pre-Intake

Goal

- To collect demographic information on student.
- To orient student to available vocational evaluation services.
- To collect vocational relevant medical and work history information.
- To begin construction of student vocational maturity profile

Procedure

- Student complete Information Sheet.
Student views orientation films (if available) and tours facility.
- Vocational evaluator contacts referral agency or former employer and obtains information.
- Administration of selected pre-vocational exploration/assessment instruments e.g. Harrington O'Shea, Holland Self-Directed Search.
- What attitudes, aptitudes, abilities, interests, aspirations does the student possess.
- All information relevant to student's vocational avocational perception of him-herself.

Intake

Goal

- To complete, with student, self-report vocational maturity profile.
- To complete, with student, a plan to verify vocational maturity profile.
- To verify educational functioning level. (GED)
- To identify, with student, vocationally relevant interests.
- To develop, with student, a vocational evaluation plan.

Procedures

- Interview
- McKnight Inventories (selected QP variables)
- Vocational Evaluation Plan materials.
- Adult Basic Learning Examination (ABLE)
- Hands-on-career exploration.
- These are only options but they do work with American Indian population.
- Project Discovery experience education, Red Oak, Iowa works well with American Indian population.

Programming Options

Exploration

Goal

- To identify vocationally relevant interests and skills.
- To identify tentative vocational (occupational) goals.

Procedures

- Hands-on-career exploration activities.
- McKnight Career Decision Making (CDM) materials
- Interview--Vocational Exploration Plan
- Occupational Outlook Handbook
- Dictionary of Occupational Titles
- Guide for Occupational Exploration
- COATS - Employability Attitudes

Assessment

Goal

- To verify vocationally relevant interests and skills as they relate to a specific occupation.
- To document appropriateness of identified occupation.

Exit Interview

Goal

- To verify results of vocational evaluation with student.

Procedure

- Interview
- Final report preparation a delivery to referring agency or potential employer, as appropriate.

(This student plan is a revision of a plan designed
by Dr. Richard L. Benesh)

Procedures

Hands-on-career exploration activities as prescribed by Vocational Evaluation Plan.

Situational Assessment Modules.

Interviews.

Review DOT

Employability Skills

Goal

To improve job seeking skills-knowledge and abilities.

Procedures

Singer-Job Survival Skills program. (Or other comparable resource).

Counseling

Simulations - Video

Work Adjustment Program

Goal

To allow student to adopt appropriate work behaviors.

Procedures

Worksite observations and evaluation.

Counseling during initial state of new job placement.

5 Optional: (They work, but agency may choose other similar instruments or references. However, the DOT is comprehensive.)

UNITED TRIBES
VOCATIONAL EDUCATION PROGRAM
ALUMNI SURVEY
JULY 1981

PURPOSE OF THE SURVEY

This survey is to provide each alumnus the opportunity to communicate their current occupational status to the United Tribes Vocational Education Program. This survey will provide data and feedback to guide and advise needed changes and adjustments in the overall program. Some personal information is requested in order to bring fellow alumni up-to-date on each other.

Your investment and prompt reply will be very important to the future of the Vocational Education Program. Accurate, complete and up-to-date information is essential for effective guidance to the Program. Thank you for your time and concerns.

(1) NAME _____
(Please include maiden name)

(2) HOME ADDRESS _____

(3) HOME PHONE () _____

(4) WORK ADDRESS _____

(5) WORK PHONE () _____

(6) NAME OF WORK SETTING _____

(7) SEX: Male () Female ()

(8) MARITAL STATUS: Single () Married () Separated ()
Divorced () Widowed ()

(9) CURRENT POSITION:

Job Title _____

List major job tasks:

(10) How long have you been in this position?

3 months ()
6 months ()
1 year () 2 years () 3 years () 4 years ()
5 years () 5+years ()

(11) Do you feel the United Tribes Vocational Educational Program
adequately prepared you for this occupation? yes () no ()

(12) What goal did you hope to achieve when taking training at the
United Tribes?

Explain: _____

(13) Did the United Tribes Program help you achieve your goal? Yes () No ()

Explain: _____

(14) What one improvement would you like to see made in the United Tribes
Vocational Education Program? (be very specific)

Again, thank you for taking the time to fill out this alumni questionnaire.
Because of your investment we will be able to make much needed changes
that will keep the program responsive to changes in the work world.

THE IMPORTANCE OF BUDGET PLANNING

Reporting of finances is required by law (Article 18, 91-18-29 (E)). The state application guidance has an elaborate budget requirement for state public vocational education programs.

This section is included to give an extended development to budgeting and the thinking that underlies the development of a functional budget. The following is an illustration of how to apply a budget process to a vocational education program.

During our feasibility study with the United Tribes it became evident that increased awareness of effective financial planning and budgeting is essential. Clear budget procedures are required in the state application guide but we felt that the staff of a developing institution needs to be sensitized to the complexity of the budget process.

The plan offered in the following section is only an example of how budget planning can be implemented. The principles implicit in the discussion are the most important feature. The actual plan is only one way that the budget process gets played out.

The Budget Process

Budgeting is the planned projection of expenditures to achieve a desired program result. It is the key to having financial control of the programs and ultimately to the success or failure of the program.

Proper budgeting requires thought and care in the planning stages of both income and expenditures. Finances have to come from some source: grants, foundations, investments, profits, contributions, loans. Preparation of the budget must consider fairly accurate projections of the amounts and stability of these sources.

A number of things indirectly related to finances needs to be carefully reviewed before expenses can be planned. Program goals should be stated

clearly so that budget planning can help achieve those goals. Those goals should be clearly understood by both top level and lower level management. Administrative or management processes must be considered and included as the program budget is being planned. These included both direct and indirect costs of the program.

A program budget should be developed by assigning an account number to each area of the vocational education program. For example, if the program objectives include teaching clerical skills, welding skills and how to manage a small business, each of these three areas would be assigned an account number such as: Clerical and Typing Program - 200; Welding Program - 300; Small Business Program - 400. Once the program structure is clear and has been assigned an account number, one can proceed to assign a series of cost account numbers to different components of the program. Examples of component costs in a vocational education program would include administrative, personnel, instructional, travel, communication, promotion costs, indirect costs. These component costs are assigned a number (usually a three digit number). For example: Under personnel there might be at least two classifications of personnel; those salaried receiving full employee benefits (administrators, directors, faculty) and those on an hourly basis receiving partial benefits (clerical, teacher aids, janitor). Number assignments are also given to fringe benefit and other components. (See example of budget at end of this section.)

Personnel

- 001 Full-time salaried employees
- 002 Temporary, part-time and hourly employees

Fringe Benefits

- 020 Social Security
- 021 Unemployment
- 022 Medical Insurance

023 Retirement

024 Workmen's Compensation

These cost account numbers will then correspond to a selected program account number. Budgets may cover either a short-range (one year) or long-range (three to five years or longer) period. It is usually wise to use both. The short-range budget will be more detailed and more specific than the long-range budget. The short-range may be prepared for one year and remain fixed for that period. This is called the "yearly budget." Another approach is to prepare a budget for some future year, to revise it quarterly to add new data, and then extend it for another year. This is called the "rolling" or "dynamic" budget and is considered preferable. With a "rolling" budget, changes in income, material prices, wages rates, and economic conditions can be adjusted for to produce a forecast that more closely resembles the real operations of the program on an ongoing basis.

The following is an example of program budgeting for a vocational education program with objectives to teach skills in two program areas: Secretarial and Typing Program and Welding Program.

BUDGET NUMBERS FOR COMPONENT COSTS

Personnel

- 001 Full-time salaried employees
- 002 Temporary, part-time and hourly employees
- 005 Consultants (professionals on contract or retainer)

Instructional Materials

- 010 Books
- 011 Films and video tapes
- 012 Subscriptions
- 013 Audio-visual equipment
- 014 Equipment repair

Fringe Benefits

- 020 Social Security
- 021 Unemployment (full-time salaried only)
- 022 Medical Insurance
- 023 Retirement
- 024 Workmen's Compensation (full-time salaried only)

Communication

- 030 Telephone and telegraph
- 031 Postage and shipping
- 032 General office supplies (paper, pens, clips, staples)

Travel

- 040 Air and train fares
- 041 Mileage reimbursement (personal car used)
- 042 Mileage (agency owned vehicle used)
- 043 Per diem (food and lodging)
- 044 Vehicle (purchase)
- 045 Vehicle insurance
- 046 Gas and oil
- 047 Maintenance of vehicle

Program Promotions

- 050 Printing
- 051 Newspaper/magazine ads
- 052 Pamphlet/leaflet distribution

Equipment

- 060 Typewriter
- 061 Dictaphones/recorders
- 062 Duplicating/xerox
- 063 Calculators/adding machines
- 064 Welders
- 065 Solder and materials
- 066 Masks, shields, protective gear
- 067 Equipment repair

Facilities

- 070 Office space
- 071 Gas for heating
- 072 Electricity

Miscellaneous

- 080 Professional fees/dues
- 081 Training costs
- 082 Purchase of services
- 083 Program fees/ licenses

-16-

PROGRAM BUDGET
VOCATIONAL EDUCATION PROGRAM
FY 1981

INCOME	FY 1981 Operating Budget	FY 1982 Projected Budget
Student Tuition (35 students taking 6 credit hrs. @ \$40 hr.)	8,400	10,800
State Department of Education	25,000	25,000
Bureau of Indian Affairs	45,000	45,000
Vocational Rehabilitation	25,000	25,000
CETA Program	2,750	2,000
Veterans Educational Program	3,500	3,000
TOTAL INCOME	\$109,650	\$110,800

OPERATING EXPENSES	% Time	FY 1981 Approved	FY 1982 Projected
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100 ADMINISTRATIVE (NOTE: Administrative costs can be proportionately distributed and included in each program area or treated as a separate area as is done here.)

Personnel

001	Voc. Ed. Director	1.00	15,000
001	Accountant	.50	8,000
002	Secretary	1.00	6,000
005	Consultant (for accreditation)		1,000

Fringe Benefits

020	Social Security		1,287
021	Unemployment		300
022	Medical Insurance		960
023	Retirement		1,200
024	Workmen's Comp.		600

Transportation

040	Air (Voc. Ed. meeting in D.C.)		300
045	Gas and oil (company car used)		500
046	Automobile insurance		300
047	Automobile maintenance		150

Communication

030	Telephone		1,000
031	Postage and shipping		2,000
032	General office supplies		1,000

Miscellaneous

081	Training (2 day orientation for Voc. Ed. staff)		700
082	Purchase of service (computer)		3,000

TOTAL ADMINISTRATIVE COSTS \$43,297

200 SECRETARIAL PROGRAM COSTS

Personnel

001	Instructor (1-MA)	1.00 9 mo.	10,000
001	Instructor (1-BA)	1.00 9 mo.	8,000
002	Teacher aid	.50 9 mo.	5,000

Fringe Benefits

020	Social Security		1,400
021	Unemployment		330
022	Medical Insurance		600
023	Retirement		1,320
024	Workmen's Comp.		660

Instructional Material

010	Books		500
012	Subscriptions		75

Promotional

050	Printing		400
051	Newspaper/Magazine ads		500

Equipment

060	Typewriter (2 new IBMs)		2,000
061	Dictaphones (1 new)		800
063	Calculator (1 new)		250
067	Equipment repair		1,000

Communication

030	Telephone		500
031	Postage		300
032	General office supplies		200

Travel

041	Mileage (personal car)		300
043	Per diem		150

TOTAL SECRETARIAL PROGRAM COSTS			\$34,285
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300 WELDING PROGRAM

Personnel

001	Instructor (certified)	1.00	12,000
002	Teacher aid	1.00	8,500
005	Guest lecturer (2 times)		100

Fringe Benefits

020	Social Security		1,379
021	Unemployment		300
022	Medical Insurance		550
023	Retirement		1,300
024	Workmen's Comp.		660

Instructional Material		
010	Books	300
011	Films and video tape	150
012	Subscriptions	50
013	Audio Visual Equipment	300
Promotional		
050	Printing	600
051	Newspaper/Magazine ads	500
052	Pamphlet distribution	200
Equipment		
064	Welder (2 new)	2,000
065	Solder and materials	800
066	Masks, shields	500
067	Equipment repair	200
Communication		
030	Telephone	500
031	Postage	300
032	General office supply	200
Travel		
041	Mileage	500
043	Per Diem	200
Miscellaneous		
080	Professional fees	50
083	Program fees and licenses	100
TOTAL WELDING PROGRAM COSTS		\$32,239

BUDGET SUMMARY
VOCATIONAL EDUCATION PROGRAM
1981

EXPENSES

	FY 1981 Approved	FY 1982 Projected
Administrative Costs	43,297	(3% inc.)
Secretarial Program Costs	34,285	"
Welding Program Costs	32,239	"
TOTALS	\$109,821	(3% inc.)

INCOME

Student Tuition (35 students taking 6 credits at \$40 credit hr.)	8,400	10,800
State Department of Education	25,000	25,000
Bureau of Indian Affairs	45,000	45,000
Vocational Rehabilitation	25,000	25,000
CETA	2,750	2,000
Veterans Educational Program	3,500	3,000
TOTALS	\$109,650	\$110,800

A - Principle Public Laws and Regulation that Apply to Vocational Education Programs

PRINCIPLE PUBLIC LAWS AND REGULATIONS THAT
APPLY TO VOCATIONAL EDUCATION PROGRAMS

These paragraphs of the law have been taken from the FEDERAL REGISTER, VOL. 42, NO. 191 -- MONDAY, OCTOBER 3, 1977. The purpose in quoting these sections of the law is to aid inexperienced applicants who are working on self-study materials in preparation for submitting an application document requesting the State of Kansas Department of Education to consider their program for certification. By clearly identifying and locating the most important sections of the law this guide will direct the developing programs to include critical issues identified in the laws early in their developing efforts.

104.11 Establishment of local advisory councils.

(a) Each eligible recipient (that is, each local educational agency or postsecondary educational institution which local advisory council on vocational education.

(b) The local advisory council may be established for:

- (1) Program areas;
- (2) Schools;
- (3) The community; or
- (4) The region in which the eligible recipient is located

(c) The local advisory council shall be composed of representatives of the general public including at least a representative of:

- (1) Business
- (2) Industry; and
- (3) Labor.

(Sec. 105(g)(1); 20 U.S.C. 2305.)

(d) Each eligible recipient shall establish a local advisory council which has an appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program area, schools, community, or region which the local advisory council serves.

(e) An eligible recipient may form a local advisory council composed of representatives from several craft committees, or representatives of several school councils, having the requisite representation in paragraph (c) of this section.

(Implements Sec. 105(g)(1); 20 U.S.C. 2305.)

104.112 Duties of local advisory councils.

(a) The local advisory council shall advise the eligible recipient on:

- (1) Current job needs; and
- (2) The relevance of programs (courses) being offered by the local educational agency or postsecondary educational agency in meeting current job needs.

(Sec. 105(g)(1); 20 U.S.C. 2305.)

(b) The local advisory council shall consult with the eligible recipient in developing its application to the State board.

(Sec. 106(a)(4)(A); 20 U.S.C. 2306)

101.141 (f) (4) (B) Requirements for filing a general application.

(f)

(4)

(1) Describe the vocational education needs of potential students in the area or community served by the applicant and indicate how, and to what extent, the program proposed in the application will meet such needs, and describe how the findings of any evaluations of programs operated by such applicant during previous years, including those required by this Act, have been used to develop the program proposed in the application.

(C) Describe how the activities proposed in the application relate to manpower programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act of 1973, is any, to assure a coordinated approach to meeting the vocational education and training needs of the area or community, and

(D) Describe the relationship between vocational education programs proposed to be conducted with funds under this Act and other programs in the area or community which are supported by State and local funds, and that any eligible recipient dissatisfied with final action with respect to any application for funds under this Act shall be given reasonable notice and opportunity for a hearing:

104.326 Withholding of payments.

A State shall not make payment under this Act to a local educational agency unless the State finds that the combined fiscal effort of the State and local educational agency on a per student basis or on an aggregate basis of the local educational agency and the State, was not less than the combined fiscal effort in the second preceding fiscal year.

(Sec. 111(b)(1); 20 U.S.C. 2311.)

104.327 Exceptions.

The 5 percent rule applicable to the State in 104.323 and the unusual circumstances rule in 104.324 are also applicable to (Interprets Sec. 111(b)(1); 20 U.S.C. 2311)

104.582 Restrictions on placement services.

A State shall not use funds for placement services for students who have successfully completed vocational education programs, unless the State board first makes a specific finding in each instance of funding that the funding of this particular activity is necessary due to:

(a) Inadequate funding in other programs providing similar activities; or

(b) Other services in the area that are inadequate to meet the needs. For example, if insufficient funds are available under Section 134(a)(3) for the placement of students successfully completing vocational education programs, the State may use funds under the basic grant for this purpose.

(Sec. 120(b)(2); 20 U.S.C. 2330)

104.583 Application for funds by eligible recipients.

An eligible recipient desiring to provide placement services to students who have successfully completed vocational education programs under 104.581 shall:

(a) Include the request for funds in the local application submitted to the State board; and

(b) Provide assurances that all placement services to be provided meet the requirements of 104.582.

(Sec. 120(b)(1)(h); 20 U.S.C. 2330.)

There are many other important aspects of Federal Law in relation to the development and funding of Vocational Educational Programs. It is not within the scope of this general guidance document to make explicit reference to all situations or occasions that are addressed by the various State and Federal laws.

We strongly suggest that any organization that seeks to establish themselves as a provider of vocational education services secure complete copies of the following legal documents.

Federal Register TUESDAY, AUGUST 23, 1977, PART II: EDUCATION OF HANDICAPPED CHILDREN Implementation of Part B of the Education of the Handicapped Act. This law is part of Title 45 -- Public Welfare. For Further Information Contact:

Daniel Ringelheim, Director, Division of Assistance to States, Bureau of Education for the Handicapped, 400 Maryland Ave. SW., (Room 4046 Donohoe Building), Washington, D.C. 20202, telephone 202-472-2265; or

Thomas B. Irvin, Policy Officer, Bureau of Education for the Handicapped, 400 Maryland Ave. SW., (Room 4926 Donohoe Building), Washington D.C. 20202, telephone: 202-245-9405.

These references will aid in answering any questions that fall under the GEPA (General Education Provisions Regulations) entitled "General Provisions for Office of Education Programs" which apply to the Education of Handicapped Children.

Federal Register Vol. 45, No. 66 Thursday, April 3, 1980 with particular reference to issues of nondiscrimination on the basis of handicap. See Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Statute) and the 45 CFR Part 84) (regulation).

Federal Register, Vol. 42, NO. 191 -- Monday, October 3, 1977.

ARTICLE 49 - PROPRIETARY SCHOOLS - KANSAS PROPRIETARY SCHOOL ACT (L. 1971 ch. 228, 1; July 1.)

ARTICLE 18 -- PRIVATE SCHOOLS (Proprietary Schools)

91-18-24. Definitions. (a) "Nonprofit school" means owned, controlled, operated, and conducted by bona fide religious, denominational, eleemosynary or similar public institution exempt from property taxation under the laws of this state.

(b) "Necessary and reasonable expenses" means those expenses incurred by the state board or its designees in the investigation of any school applying for a certificate of approval. Expenses shall include, but not be limited to fees, reasonable charges for services of the members of the investigating team, and clerical help, and their mileage and subsistence.

(c) "to enter school" means the commencement of school class attendance by the student, with respect to a noncorrespondence school, and with the first submission of a lesson by the student for evaluation with respect to a correspondence school.

(d) "Accreditation" means the fact of meeting, or complying with, or conforming to, the applicable standards or evaluative criteria established and determined by an accrediting agency recognized by the United States office of education.

(e) "Approval" means the fact of meeting, complying with, or conforming to, the applicable standards, or evaluative criteria, established and determined by the state board of education.

(f) "Purely avocational or recreational subjects" means a course of study or training program which is pursued for enjoyment and not a course of study or training program that will lead to production of income, wages or other financial benefits. (Authorized by K.S.A. 72-4920; 72-4921; 72-4923' effective January 1, 1972; amended May 1, 1979; amended May 1, 1980.)

91-18-27. Minimum standards, accreditation. (a) The state board shall approve the use of the minimum standards of the most nearly appropriate of the following national accrediting agencies approved by the United States office of education; (1) accrediting commission of the association of independent colleges and schools; (2) accrediting commission of national association of trade or technical schools; (3) accrediting commission of the national home study council; and (4) engineers council for professional development, as those standards were in effect May 1, 1978, except those provisions which require the school to have been in successful operation a given number of years prior to accreditation.

(b) National accreditation shall be accepted as evidence of the school's competence. (Authorized by K.S.A. 72-4921; effective September 7, 1977; amended May 1, 1979.)

91-18-29. Certificate of approval. (a) Application for certificate of approval. (1) An application for a certificate of approval shall be made on a form provided by the state board of education. Upon receiving a request for an application form, the state board shall send to the applicant the form, a copy of K.S.A. 72-4916 et seq., as amended, and a copy of the rules and regulations of the state board governing proprietary schools. An application filed by a school with the state board shall be supported by:

(A) An affidavit by an officer of applicant setting out a balance sheet and profit and loss statement showing income and expenditures for the most recent complete fiscal year. Any school that has been doing business for less than one (1) year shall be exempt from filing a profit and loss statement.

(B) A summary of the school's space for facilities and equipment.

(C) A certification by the chief officer of the school that the school complies with all local, city, county, municipal, state, and federal regulations, including fire, building, and sanitary codes, with accompanying information pertaining to violations or deficiencies, if any, issued by government agencies.

(D) One (1) copy of each of the school's most recent catalogues, bulletins, and brochures, with supplements.

(E) Fee schedules and charges for tuition, books, supplies, and any other outlays or money required of students.

(F) Policies and regulations of the school covering the refund of unused portions of tuition when courses are not completed by students for any reason.

(G) A certificate of accreditation, if any, or substantial evidence of bona fide progress toward achieving accreditation.

(H) Policies or regulations governing student conduct.

(I) Copies of any advertising used.

(2) A certificate of approval valid for one (1) year for a proposed private trade school, business school, or proprietary institution in Kansas not previously in operation, may be granted on the basis of a written proposal submitted on a form provided by the state board, showing ability to meet the minimum standards of the state board. The proposal shall be supported by:

(A) If incorporated, a proforma financial statement of the corporation and an individual financial statement of each officer; if unincorporated, an individual financial statement of each owner. All financial statements shall be set out as affidavits.

(B) A work copy of the proposed school catalogue, enrollment agreement, refund policy, and regulations governing student conduct.

(C) A sample copy of the certificate to be given to a student upon completion of each course or program.

(D) A complete outline or syllabus of each course to be offered.

(E) A certification by the chief school officer that the building which is to house the school complies with all local, city, county, municipal, state and federal regulations.

(F) A descriptive summary of space for classrooms, laboratories, library, and administrative offices.

(G) A resume of each administrator and instructor which includes his or her education and previous school experience.

(b) Exempt schools, avocational and recreational. Any school or training program offering instruction in purely avocational or recreational subjects shall not be required to obtain a certificate of approval if such school or training program establishes to the satisfaction of the state board, and the state board determines, that it is purely avocational or recreational.

(c) Review of application; inspection and evaluation of school. The state board shall promptly examine every application submitted to it in accordance with these regulations. If it is found to be complete and in good order, the instructional facilities of an applicant shall be inspected and evaluated by the state board and by professional consultants appointed by the state board where considered necessary. Necessary and reasonable expenses of the investigating team shall be promptly paid by the applicant upon the receipt by it of the invoiced statement of the state board. Except as provided by subsection (f), any school furnishing proof of accreditation shall not be investigated.

(d) Conditional approval of application; filing of surety bond. If any school is found potentially eligible for a certificate of approval on the basis of the application and inspection, it shall be notified by restricted mail of its conditional approval and instructed to furnish a surety bond or other equivalent security acceptable to the state board in the amount of twenty thousand dollars (\$20,000) as provided by K.S.A. 72-4932.

(e) Decision of state board. Upon conclusion of the review and evaluation of any application for a certificate of approval, the state board shall approve or deny the application. The decision shall be in writing, signed, and certified by the commissioner of education and personally delivered or sent by restricted mail to the applicant no later than five (5) days after the approval or denial of the application.

(f) Subsequent investigation. Upon complaint filed by any person doing business with the school, where there is reasonable cause to believe that the school: (1) is not meeting minimum standards or evaluate criteria of accreditation; (2) is not performing services or furnishing facilities as represented or advertised; or (3) is incapable of meeting minimum standards and evaluative criteria of accreditation, a thorough investigation of the facilities and personnel of the school shall be conducted. Necessary expenses incurred in connection with the investigation shall be charged to the school.

91-18-34. Registration of representative. (a) Application for registration of representative. An application for registration as a representative of any proprietary school shall be made on a form provided by the state board. Upon receipt of a request for an application form, the state board shall send the form, together with a copy of K.S.A. 72-4916 et seq., as amended, and a copy of this article of the Kansas administration regulations to the applicant.

The application shall be signed under oath or affirmation by a responsible person or officer of the school which the applicant seeks to represent stating that: (1) the application has been read by the responsible person or officer; (2) if registration is issued, the applicant will be

employed by the school; (3) the bond or other security of the school will cover the applicant during his or her registration; and (4) the school will return to the state board the certificate of registration upon termination of the representative's employment with the school.

(b) Bond. Each applicant for registration shall furnish a corporate surety bond, or other equivalent security acceptable to the state board, on a form furnished by the state board, in the sum of two thousand dollars (\$2,000), as provided by K.S.A. 72-4932. The bond or other security shall accompany the application for registration.

(c) Denial of application for registration. If the state board, upon review and consideration of an application for registration for a representative, shall determine the applicant to be unacceptable, the state board shall refuse to issue the registration set for the reason(s) for refusal and return the bond to the applicant.

(d) Evidence of registration of representative. Upon approval of the application, the state board shall issue a certificate of registration of the representative which shall state the name of the registrant, the name of the school which he or she represents, the date of issuance and the date of expiration. The expiration date(s) shall coincide with the expiration date(s) of the certificate of approval issued to the school which he or she represents. The certificate of registration shall be displayed to each prospective student or enrollee before any solicitation by the representative.

(e) Revocation, complaint, and hearing. The state board may revoke the certificate of registration of a representative upon a finding that the registrant has violated the laws or regulations relating to proprietary schools.

(1) Complaint. Any complaint against the registrant for the violation of any law or regulations shall be in writing, signed by the party making the complaint and verified under oath or affirmation. It shall state clearly and concisely the alleged violation and shall be filed with the state board.

(2) Hearing. Prior to any decision, the state board shall by restricted mail notify the registrant of the complaint and shall furnish him or her a copy of the complaint setting forth the alleged violation, the action contemplated to be taken by the state board and if requested by registrant, a hearing to be held on a date within thirty (30) days but not sooner than ten (10) days after the date of mailing. The registrant may respond to the allegations of non-compliance with the provisions of the law or regulation by answer or other pleading, or may waive the hearing.

(3) The certificate of registration or a representative may be revoked if the state board has reasonable cause to believe that representative is guilty of a violation of K.S.A. 72-4916 et seq., as amended, or of any of the rules or regulations of the state board.

(4) The state board shall render a decision in writing to the representative and the school which he or she represents, regarding the action taken by the state board within forty-five (45) days from the date set for the hearing.

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B-A List of Kansas Junior Colleges, AVTS Schools, and Proprietary
Schools.

JUNIOR COLLEGES OF KANSAS

ALLEN COUNTY COMMUNITY JUNIOR COLLEGE	1801 North Cottonwood Iowa, Kansas 66749
BARTON COUNTY COMMUNITY JUNIOR COLLEGE	Great Bend Kansas, 67530
BUTLER COUNTY COMMUNITY JUNIOR COLLEGE	P.O. Box 888 El Dorado, Kansas 67042
CLOUD COUNTY COMMUNITY JUNIOR COLLEGE	2221 Campus Drive Concordia, Kansas 66901
COFFEYVILLE COMMUNITY JUNIOR COLLEGE	P.O. Box 571 Coffeyville, Kansas 67337
COLBY COMMUNITY JUNIOR COLLEGE	1255 South Range Colby, Kansas 67701
COWLEY COUNTY COMMUNITY JUNIOR COLLEGE	125 South 2nd St. Arkansas City, Kansas 67005
DODGE CITY COMMUNITY JUNIOR COLLEGE	14th Ave. & ByPass 50 Dodge City, Kansas 67801
FORT SCOTT COMMUNITY JUNIOR COLLEGE	2108 South Horton Fort Scott, Kansas 66701
GARDEN CITY COMMUNITY JUNIOR COLLEGE	P.O. Box 977 801 Campus Drive Garden City, Kansas 67846
HASKELL INDIAN COMMUNITY JUNIOR COLLEGE	Haskell Junior College Lawrence, Kansas 66044
HIGHLAND COMMUNITY JUNIOR COLLEGE	P.O. Box 68 Highland, Kansas 66035
HUTCHINSON COMMUNITY JUNIOR COLLEGE	1300 North Plum Hutchinson, Kansas 67501
INDEPENDENCE COMMUNITY JUNIOR COLLEGE	College Avenue & Brooside Drive Independence, Kansas 67301
JOHNSON COUNTY COMMUNITY JUNIOR COLLEGE (Shawnee Mission)	College Boulevard at Quivira Road Overland Park, Kansas 66210
KANSAS CITY KANSAS COMMUNITY JUNIOR COLLEGE	7250 State Avenue Kansas City, Kansas 66112

LABETTE COMMUNITY
JUNIOR COLLEGE

200 South 14th
P.O. Box 957
Parsons, Kansas 67357

NEOSHO COUNTY COMMUNITY
JUNIOR COLLEGE

1000 South Allen
Chanute, Kansas 66720

PRATT COUNTY COMMUNITY
JUNIOR COLLEGE

Highway 61
Pratt, Kansas 67124

SEWARD COUNTY COMMUNITY
JUNIOR COLLEGE

P.O. Box 1137
Liberal, Kansas 67901

KANSAS PUBLIC COMMUNITY JUNIOR COLLEGES

As Approved By The State Board of Education



1. Allen County CJC
Iola

2. Barton County CJC
Great Bend

3. Butler County CJC
El Dorado

4. Cloud County CJC
Concordia

5. Coffeyville CJC
Concordia

6. Colby CJC
Colby

7. Cowley County CJC
Arkansas City

8. Dodge City CJC
Dodge City

9. Fort Scott CJC
Fort Scott

10. Garden City CJC
Garden City

11. Haskell Indian CJC
Lawrence

12. Highland CJC
Highland

13. Hutchinson CJC
Hutchinson

14. Independence
Independence

15. Johnson County CJC
Shawnee Mission

16. Kansas City CJC
Kansas City

17. Labette CJC
Parsons

18. Neosho CJC
Chanute

19. Pratt CJC
Pratt

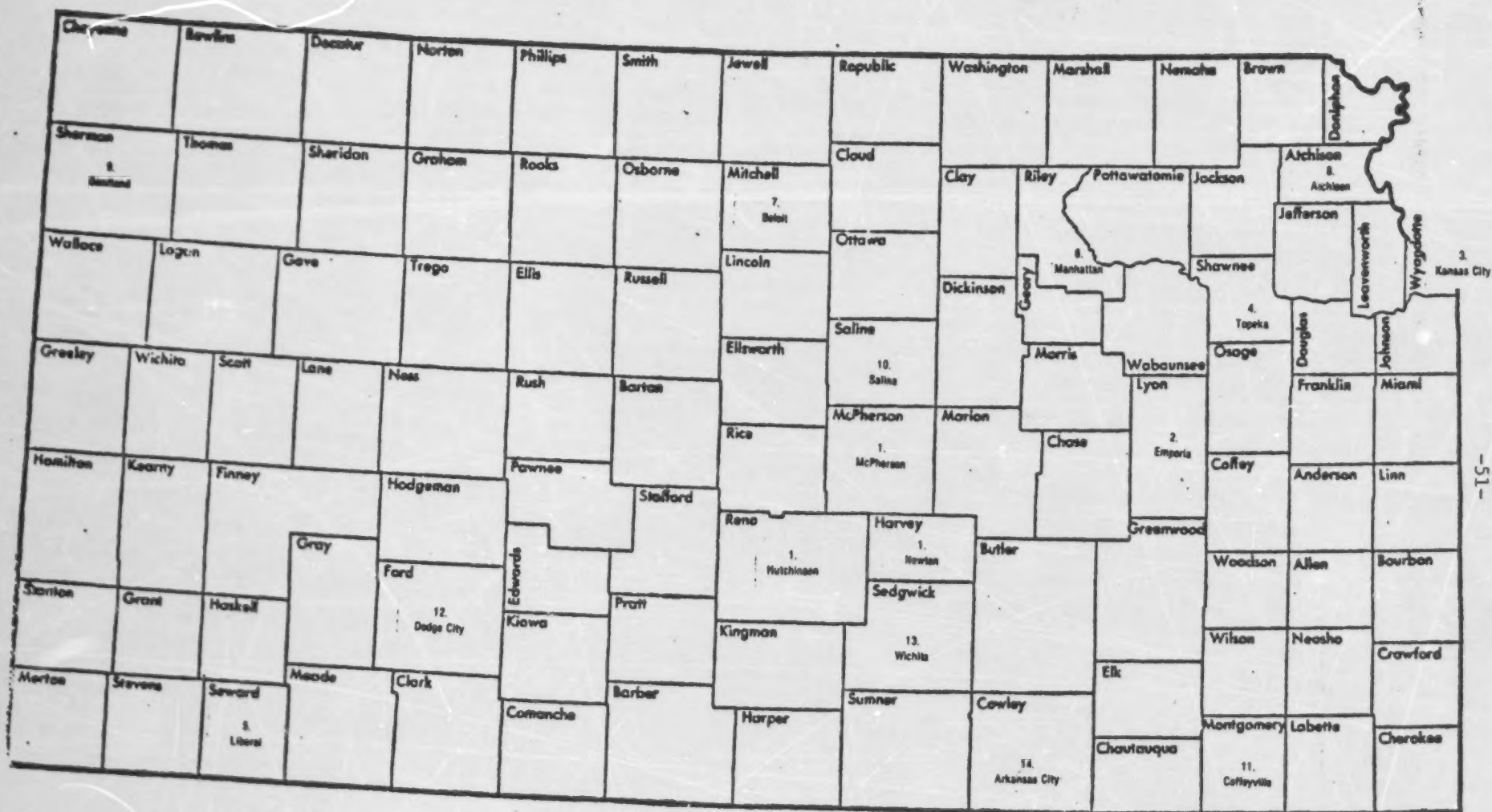
20. Seward CJC
Liberal

KANSAS AREA VOCATIONAL-TECHNICAL SCHOOLS

<u>SCHOOL TITLE</u>	<u>ADDRESS</u>
CENTRAL KANSAS AVIS	218 East 7th Street P.O. Box 545 Newton, Kansas 67114
FLINT HILLS AVIS	3301 West 18th Avenue Emporia, Kansas 66801
KANSAS CITY AVIS	2220 N. 59th Street Kansas City, Kansas 66104
KAW AVIS	5724 Huntoon Topeka, Kansas 66604
LIBERAL AVIS	P.O. Box 949 Liberal, Kansas 67901
MANHATTAN AVIS	3136 Dickens Avenue Manhattan, Kansas 66502
NORTH CENTRAL KANSAS AVIS	1320 North Walnut P.O. Box 626
NORTHEAST KANSAS AVIS	1501 Riley P.O. Box 277 Atchison, Kansas 66002
NORTHWEST KANSAS AVIS	1209 Harrison P.O. Box 668 Goodland, Kansas 67735
SALINA AVIS	2562 Scanlan Avenue Salina, Kansas 67403
SOUTHEAST KANSAS AVIS	Sixth and Roosevelt Coffeyville, Kansas 67337
SOUTHWEST KANSAS AVIS	1000 Second Street P.O. Box 1324 Dodge City, Kansas 67801
WICHITA AVIS	301 South Grove Wichita, Kansas 67211
COWLEY COUNTY COMMUNITY JUNIOR COLLEGE AVIS DIV.	125 South 2nd Street Arkansas City, Kansas 67005

KANSAS AREA VOCATIONAL-TECHNICAL SCHOOLS

As Approved By The State Board of Education



1. Central Kansas AVTS
Hutchinson, McPherson, Newton
2. Flint Hills AVTS
Emporia
3. Kansas City AVTS
Kansas City
4. KAW AVTS
Topeka

5. Liberal AVTS
Liberal
6. Manhattan AVTS
Manhattan
7. North Central Kansas AVTS
Beloit
8. Northeast Kansas AVTS
Atchison

9. Northwest Kansas AVTS
Goodland
10. Salina AVTS
Salina
11. Southeast Kansas AVTS
Coffeyville
12. Southwest Kansas AVTS
Dodge City

13. Wichita AVTS
Wichita
14. Cowley County CJC-AVTS Division
Arkansas City

KANSAS PROPRIETARY SCHOOLS

ADELA HALE BUSINESS CAREER SCHOOL	First and Plum Street Hutchinson, Kansas 67501
ALLEN GALLERY & SCHOOL OF ART, INC.	238 Wabash Wichita, Kansas 67214
THE BARBIZON SCHOOL OF TOPEKA	3600 Topeka Boulevard Topeka, Kansas 66611
THE BROWN-MACKIE COLLEGE	126 South Santa Fe Salina, Kansas 67401
BRYAN INSTITUTE	3216 East Douglas Wichita, Kansas 67208
CENTRAL COLLEGE	2502-10 East Douglas Wichita, Kansas 67214
THE CLARK SCHOOL OF BUSINESS OF TOPEKA, INC.	633 Kansas Avenue Topeka, Kansas 66603
CLIMATE CONTROL INSTITUTE, INC.	2425 Douglas Wichita, Kansas 67211
CONTINENTAL REAL ESTATE SCHOOL	3241 East Douglas Wichita, Kansas 67218
DON DINNING REAL ESTATE CLINIC	3900 East Harry Wichita, Kansas 67218
ELECTRONIC COMPUTER PROGRAMMING INST.	3600 Topeka Boulevard Topeka, Kansas 66611
ELECTRONIC COMPUTER PROGRAMMING INST. OF WICHITA, INC.	300 East Douglas Wichita, Kansas 67202
FLORAL TECHNOLOGY & DESIGN	3863 West 95th St. Shawnee Mission, Ks. 66206
FLORAL TECHNOLOGY & DESIGN (Shawnee Mission)	3863 West 95th St. Shawnee Mission, Ks. 66206
H & R BLOCK SCHOOL	5540 Johnson Drive Mission, Kansas 66202
JOHNSON COUNTY BOARD OF REALTORS, INC.	6910 West 83rd Overland Park, Kansas 66274
KANSAS ASSOCIATION OF REALTORS REAL ESTATE SCHOOL	1321 Topeka Avenue Topeka, Kansas 66612
ROSEMARY DOEREN'S CHARM & MODELING BOUTIQUE, INC.	5700 Broadmoor Mission, Kansas 66292

SALT CITY BUSINESS COLLEGE

Avenue A and Walnut
Hutchinson, Kansas 67501

TOWN & COUNTRY SCHOOL OF REAL ESTATE

1719 Gage
Topeka, Kansas 66604

WICHITA AUTOMOTIVE AND
electronics institute

4011 East 31st Street
South Wichita, Kansas 67214

WICHITA BOARD OF REALTORS

626 North Broadway
Wichita, Kansas 67214

WICHITA BUSINESS COLLEGE, INC.

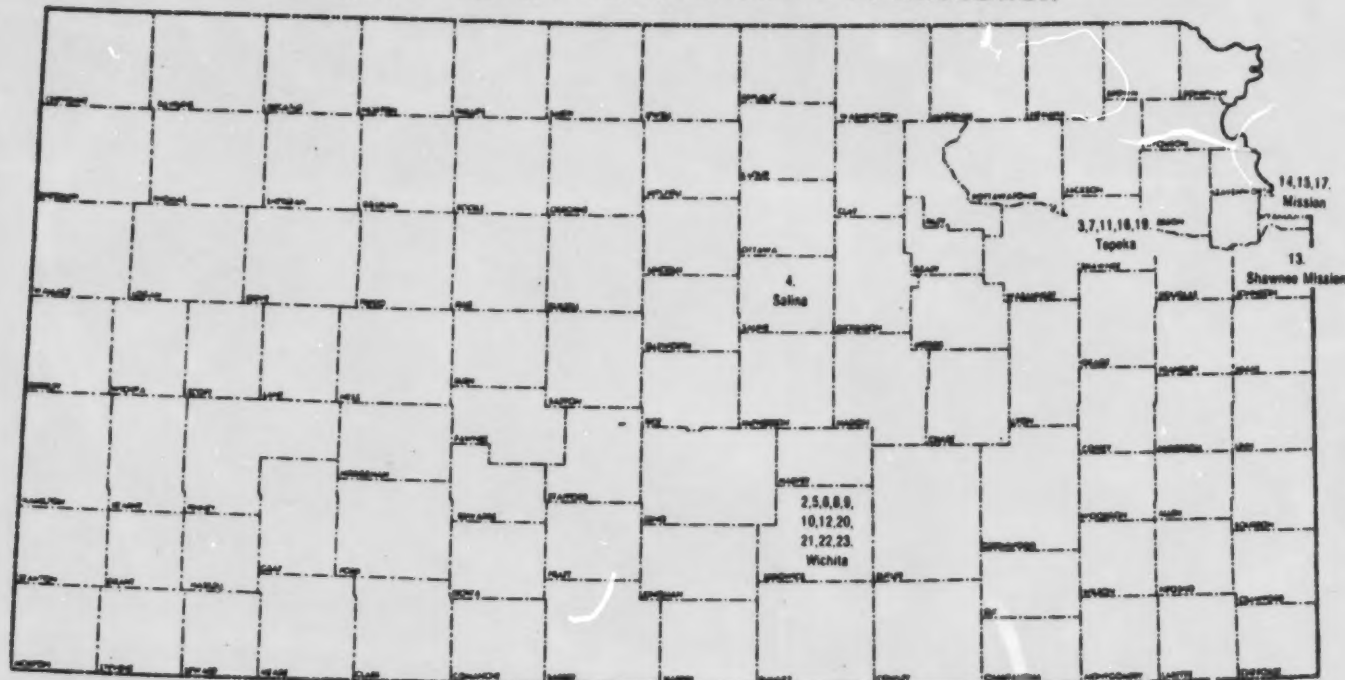
209 North Broadway
Wichita, Kansas 67202

WICHITA TECHNICAL INSTITUTE, INC.

924 South West Street
Wichita, Kansas 67214

KANSAS PROPRIETARY SCHOOLS

As Approved By The State Board of Education



- | | | |
|---|---|---|
| 1. Adela Hale Business Career School
Hutchinson | 17. Rosemary Doeren's Charm & Modeling Boutique, Inc.
Topeka | |
| 2. Allen Gallery and School of Art, Inc.
Wichita | 18. Salt City Business College
Hutchinson | 12. Electronic Computer Programming Inst. of
Wichita, Inc. Wichita |
| 3. The Barblizon School of Topeka
Topeka | 19. Town & Country School of Real Estate
Topeka | 13. Floral Technology and Design
Shawnee Mission |
| 4. The Brown-Mackie College
Salina | 20. Wichita Automotive & Electronics Institute
Wichita | 14. H & R Block School
Mission |
| 5. Bryan Institute
Wichita | 21. Wichita Board of Realtors
Wichita | 15. Johnson County Board of Realtors, Inc.
Overland Park |
| 6. Central College
Wichita | 22. Wichita Business College, Inc.
Wichita | 16. Kansas Association of Realtors Real Estate
School Topeka |
| 7. The Clark School of Business of Topeka, Inc.
Topeka | 23. Wichita Technical Institute, Inc.
Wichita | |
| 8. Climate Control Institute, Inc.
Wichita | 10. Don Dinning Real Estate Clinic
Wichita | |
| 9. Continental Real Estate School
Wichita | 11. Electronic Computer Programming Institute
Topeka | |

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C - ALPHABETICAL LISTING OF OCCUPATIONS WITH IDENTIFIED
JOB CLUSTERS

ALPHABETICAL LISTINGS OF OCCUPATIONS

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ACCOUNTANT	160.188	CC5
ACCOUNTING CLERK	219.488	CC5
ACTOR AND ACTRESS	150.048	CC15
ACTUARY	020.188	CC5
ADDING MACHINE OPERATOR	216.488	CC5
ADMINISTRATIVE SECRETARY	201.368	CC5
ADMITTING CLERK	237.368	CC17
ADVERTISING-COPYWRITER	132.088	CC15
ADVERTISING-LAYOUT PERSON	141.168	CC15
AERONAUTICAL TECHNICIANS	019.281	CC21
AEROSPACE ENGINEER	002.081	CC21
AGRICULTURAL AIDE	421.384	CC1
AGRICULTURAL CHEMICAL SALES REPRESENTATIVE	266.258	CC1
AGRICULTURAL COMMODITIES GRADER	168.287	CC1
AGRICULTURAL ENGINEER	013.018	CC1
AGRICULTURAL EXTENSION AGENT	096.128	CC1
AGRICULTURAL QUARANTINE INSPECTOR	168.287	CC1
AGRONOMIST	040.081	CC1
AIR CONDITIONING & REFRIGERATION MECHANIC	637.281	CC10

AIR CONDITIONING & REFRIGERATION MECHANIC APPRENTICE	637.281	CC10
AIR FORCE		CC4
AIR HAMMER OPERATOR	859.887	CC10
AIR TRAFFIC CONTROLLER	193.168	CC30
AIRCRAFT ACCESSORIES MECHANIC	621.781	CC30
AIRCRAFT JET ENGINE MECHANIC	621.281	CC30
AIRFRAME AND POWER PLANT MECHANIC	621.281	CC30
AIRLINE RESERVATIONIST	912.368	CC30
AIRPLANE MECHANIC	621.281	CC30
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AMBULANCE DRIVER	913.883	CC17
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ANESTHESIOLOGIST	070.108	CC17
ANIMAL CARE TECHNICIAN	356.874	CC26
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ANTHROPOLOGIST	055.088	CC28
APPRIASER REAL ESTATE	191.287	CC5
AQUATIC BIOLOGIST	041.081	CC23
ARCHEOLOGIST (See Anthropologist)		

ARCHITECT	001.081	CC15
ARCHITECTURAL DRAFTSMAN	001.281	CC10
ARCHIVIST	101.168	CC15
ARMY		CC4
ART THERAPIST		CC17
ARTIST (See Cartoonist) (See Commercial Artist)		
ARTIFICIAL INSEMINATOR	467.384	CC1
ASBESTOS AND INSULATING WORKER	863.884	CC10
ASTRONOMER	021.088	CC28
ATHLETIC COACH	099.228	CC20
ATOMIC ENERGY OCCUPATIONS (See Nuclear Engineer) (See Nuclear Technician)		
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AUCTIONEER	294.258	CC1
AUDIO CONTROL TECHNICIAN	957.282	CC8
AUTO BODY REPAIRMAN	807.381	CC30
AUTO BODY REPAIRMAN APPRENTICE	807.381	CC30
AUTO MECHANIC	620.281	CC30
AUTO MECHANIC APPRENTICE	620.281	CC30
AUTOMOBILE PARTS MANAGER	185.168	CC30
AUTOMOBILE RADIATOR REPAIRMAN	620.381	CC30
AUTOMOBILE SALESPERSON	280.358	CC24
AUTOMOBILE SERVICE STATION ATTENDANT	915.867	CC30

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BAKER	526.781	CC26
BAKER'S HELPER	526.886	CC26
BALLISTICS MAN	199.287	CC28
BANK CLERK	219.388	CC5
BANK TELLER	212.368	CC5
BARBER	330.371	CC26
BEEKEEPER	419.181	CC1
BELLMAN	324.878	CC26
BIOLOGIST	041.081	CC14
BOAT-MOTOR MECHANIC (See Marine Mechanic and Repairman)		
BOOKBINDER	977.884	CC21
BOOKKEEPING CLERK	210.388	CC5
BOOKKEEPING MACHINE OPERATOR	215.388	CC5
BOTANIST	041.081	CC1
BRAKE AND FRONT END MECHANIC	620.281	CC30
BRAKEMAN-RAILROAD	910.884	CC30
BRICKLAYER	861.381	CC10
BRICKLAYER APPRENTICE	861.381	CC10
BROKER (See Stockbroker)		
BUS DRIVER	913.463	CC30
BUTCHER-SLAUGHTER HOUSE	525.381	CC26
BUYER	291.158	CC24

CABINETMAKER	660.280	CC10
CALCULATING MACHINE OPERATOR	216.488	CC5
CAMERAMAN-TELEVISION	143.062	CC8
CAMP COUNSELOR	159.228	CC20
CARPENTER	860.381	CC10
CARPENTER APPRENTICE	860.381	CC10
CARPET LAYER'S HELPER	299.381	CC10
CARTOONIST	144.081	CC15
CASHIER	211.468	CC5
CATERER	187.168	CC26
CEMENT MASON	844.884	CC10
CEMENT MASON APPRENTICE	844.884	CC10
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CHEMICAL AND DRUG SALESPERSON	266.258	CC24
CHEMICAL ENGINEER	008.081	CC21
CHEMIST	022.081	CC21
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CHILD DAY CARE CENTER DIRECTOR	166.118	CC28
CHIROPRACTOR	079.108	CC17
CITY MANAGER	188.118	CC28
CIVIL ENGINEER	005.081	CC28
CLAIM ADJUSTER	241.168	CC5

CLERGY

(See Protestant Minister)
(See Rabbi)
(See Roman Catholic Priest)

CLERK

(See Accounting Clerk)
(See Admitting Clerk)
(See Bank Clerk)
(See Bookkeeping Clerk)
(See Clerk Typist)
(See Credit Clerk)
(See File Clerk)
(See Hotel Clerk)
(See Payroll Clerk)
(See Personnel Clerk)
(See Postal Clerk)
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(See Shipping and Receiving Clerk)
(See Stock Clerk)
(See Ward Clerk)

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COLLEGE TEACHER	090.168	CC28
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COMPUTER OPERATOR	213.382	CC5
COMPUTER PROGRAMMER	020.188	CC5
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CONSTRUCTION INSPECTOR	168.168	CC10
CONSTRUCTION WORKER	869.884	CC10
CONTRACTOR	182.168	CC10

CONTROLLER	186.118	CC5
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COOK'S HELPER	318.887	CC26
COSMETOLOGIST	332.271	CC26
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COURT REPORTER	202.388	CC5
CREDIT CLERK	249.368	CC5
CREDIT COLLECTOR	240.368	CC6
CREDIT MANAGER	160.288	CC6
CUSTODIAN	382.884	CC26
CYLINDER PRESS OPERATOR	651.782	CC8
CYTOTECHNOLOGIST	078.281	CC17
DAIRY EQUIPMENT SALES & SERVICE	277.251	CC24
DAIRY FARM HAND	411.884	CC1
DAIRY ROUTE WORKER	292.358	CC24
DAIRY TESTER	469.381	CC1
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DELIVERY WORKER	919.883	CC30
DENTAL ASSISTANT	079.378	CC17
DENTAL HYGIENIST	075.368	CC17
DENTAL LABORATORY TECHNICIAN	712.381	CC17

DENTIST	072.108	CC17
DEPARTMENT MANAGER	185.168	CC24
DEPARTMENT STORE SALESPERSON	289.458	CC24
DETECTIVE	376.268	CC28
DIESEL MECHANIC	625.281	CC30
DIESEL MECHANIC HELPER	625.884	CC31
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DIS JOCKEY	159.148	CC8
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(See Anesthesiologist)		
(See Chiropractor)		
(See Doctor-General Practice)		
(See Optician)		
(See Optometrist)		
(See Orthodontist)		
(See Osteopath)		
(See Pediatrician)		
(See Podiatrist)		
(See Psychiatrist)		
(See Surgeon)		
(See Veterinarian)		
DOCTOR-GENERAL PRACTICE	070.108	CC17
DOG CATCHER	379.878	CC28
DRAFTSMAN	017.281	CC10
DRAPER	787.782	CC13
DRAWING TENDER	680.885	CC21
DRILL PRESS OPERATOR	606.782	CC10
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DUPLICATING MACHINE OPERATOR	207.884	CC6

ECONOMIST	150.088	CC24
EDITORIAL ASSISTANT	132.288	CC8
ELECTRICAL APPLIANCE SERVICER	827.281	CC24
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ELECTRICIAN APPRENTICE	829.281	CC11
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ELECTROENCEPHALOGRAPH TECHNICIAN (FEG)	078.368	CC17
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ELECTRONIC TECHNICIAN	003.181	CC21
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EMPLOYMENT INTERVIEWER	166.268	CC28
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(See Aerospace Engineer)		
(See Agricultural Engineer)		
(See Ceramic Engineer)		
(See Chemical Engineer)		
(See Civil Engineer)		
(See Electrical Engineer)		
(See Industrial Engineer)		
(See Marine Engineer)		
(See Mechanical Engineer)		
(See Mining Engineer)		
(See nuclear Engineer)		
ENGINEERING AIDE	019.281	CC21
ENVIRONMENTAL HEALTH TECHNICIAN	168.287	CC14
ESTIMATOR	160.288	CC11

EXCAVATING EQUIPMENT OPERATOR	850.883	CC11
EXTERMINATOR	389.884	CC14
FARM COOPERATIVE MANAGER		CC1
FARM EQUIPMENT MECHANIC	624.281	CC1
FARM EQUIPMENT MECHANIC APPRENTICE	624.281	CC1
FARM EQUIPMENT OPERATOR	409.883	CC1
FARM HAND - GENERAL	421.883	CC1
FARM HAND - GRAIN	401.884	CC1
FARM HAND - LIVESTOCK	413.884	CC1
FARM MACHINERY SET-UP-MAN	624.381	CC1
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FASHION DESIGNER	142.081	CC15
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FEED MIXER HELPER	520.886	CC2
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FIREFIGHTER	373.884	CC28
FISH AND GAME WARDEN	379.168	CC14
FISH HATCHERY FOREMAN	041.168	CC23

FLIGHT ENGINEER (See Airplane Mechanic)		
FLORAL DESIGNER	142.081	CC15
FLORICULTURIST	142.081	CC2
FLORIST HELPER	406.887	CC2
FOOD AND DRUG INSPECTOR	168.287	CC14
FOOD, BEVERAGE, TOBACCO SALESPERSON	262.358	CC24
FOOD SCIENTIST	022.081	CC13
FORESTER	040.081	CC2
FORESTER AIDE TECHNICIAN	441.384	CC2
FOUNDRY WORKER - GENERAL	519.887	CC21
FREELANCE WRITER	130.088	CC8
FUNERAL DIRECTOR (See Mortician)		
FURNACE INSTALLER AND REPAIRMAN	862.281	CC24
FURNITURE MOVER	909.887	CC31
FURNITURE UPHOLSTERER HELPER	780.381	CC13
GARMENT CUTTER	781.884	CC21
GAS APPLIANCE SERVICEMAN	637.281	CC24
GENERAL SECRETARY	201.368	CC6
GEOGRAPHER	029.088	CC28
GEOLOGIST	024.081	CC2
GEOPHYSICIST	024.081	CC2

GLAZIER HELPER	865.887	CC11
GOLF COURSE SUPERINTENDENT	407.138	CC2
GRAIN AND FEED SALES	262.358	CC2
GRAIN BUYER	162.168	CC2
GRAIN DRIER OPERATOR	523.885	CC2
GREENSKEEPER	407.137	CC2
GROUNDSKEEPER	406.887	CC2
GUARD	372.868	CC28
GUNSMITH	632.281	CC26
HAND PRESSER	363.884	CC26
HARVEST CONTRACTOR	469.158	CC2
HATCHERY MANAGER	412.168	CC2
HEAD NURSE	075.128	CC17
HEALTH PHYSICS TECHNICIAN	199.187	CC17
HEAVY EQUIPMENT OPERATOR	424.883	CC11
HERDSMAN - SWINE	413.181	CC2
HIGH SCHOOL TEACHER	091.228	CC28
HIGHWAY PATROLMAN	375.268	CC28
HIGH SPEED PRINTER OPERATOR	213.382	CC6
HISTOLOGIC TECHNICIAN	078.381	CC17
HISTORIAN (See Archivist)		
HOD CARRIER	869.887	CC11

HOME ECONOMIST	096.128	CC13
HOME HEALTH AIDE	354.878	CC17
HOME SERVICE REPRESENTATIVE	278.258	CC13
HORSE BREEDER	413.181	CC2
HORTICULTURIST	040.081	CC2
HOSPITAL ADMINISTRATOR		CC17
HOST OR HOSTESS	310.868	CC26
HOTEL CLERK	242.368	CC26
HOTEL HOUSEKEEPER	321.138	CC26
HOTEL - MOTEL MANAGER	187.118	CC26
HOUSEBUILDER	869.281	CC11
HOUSEPERSON	323.887	CC27
HUNTING AND FISHING GUIDE	452.868	CC20
INDUSTRIAL ENGINEER	012.188	CC21
INDUSTRIAL EQUIPMENT SALESPERSON	276.158	CC24
INDUSTRIAL HYGIENIST	079.188	CC14
INDUSTRIAL TRAFFIC MANAGER	184.168	CC24
INDUSTRIAL TRUCK OPERATOR	922.883	CC24
INHALATION THERAPIST	079.368	CC18
INSTRUMENT REPAIR HELPER	710.884	CC24
INSTRUMENTAL MUSICIAN	152.048	CC15
INSULATION WORKER APPRENTICE	863.884	CC11
INSURANCE SALESPERSON	250.258	CC24

INTERIOR DECORATOR	142.051	CC15
INTERPRETER	137.268	CC15
IRRIGATOR - SPRINKLING SYSTEM	422.887	CC3
JEWELER	700.281	CC24
JOURNALIST	132.268	CC8
JUDGE	111.108	CC28
KENNELMAN	356.874	CC20
KEY PUNCH OPERATOR	213.582	CC6
KINDERGARTEN TEACHER		CC29
KITCHEN HELPER	318.887	CC27
LANDSCAPE ARCHITECT	019.081	CC11
LANDSCAPE GARDENER	407.181	CC11
LATHER APPRENTICE	842.781	CC11
LAUNDRY LABORER	361.884	CC27
LAWYER	110.108	CC27
LEGAL SECRETARY	201.368	CC6
LIBRARIAN	100.168	CC29
LIBRARY AIDE	249.368	CC29
LICENSED PRACTICAL NURSE	079.368	CC18
LINEWORKER	821.381	CC11
LINEWORKER APPRENTICE	821.381	CC11

LINOTYPE OPERATOR	650.582	CC8
LIQUID FERTILIZER SERVICEMAN	906.883	CC3
LIVESTOCK BUYER	162.158	CC3
LIVESTOCK CARETAKER	466.887	CC3
LOAN OFFICER	186.288	CC6
LOCKSMITH	709.281	CC27
LOCOMOTIVE ENGINEER	910.383	CC31
MACHINE PRESSER	363.782	CC27
MACHINIST APPRENTICE	600.280	CC21
MAID II	323.887	CC27
MAIL CARRIER	233.338	CC29
MANAGEMENT TRAINEE	189.168	CC24
MANAGER		
(See Automobile Parts Manager)		
(See City Manager)		
(See Credit Manager)		
(See Department Manager)		
(See Farm Cooperative Manager)		
(See Farm or Ranch Manager)		
(See Hatchery Manager)		
(See Hotel-Motel Manager)		
(See Industrial Traffic Manager)		
(See Plant Manager)		
(See Range Manager)		
(See Theater Manager)		
(See Wildlife Refuge Manager)		
MARINE ARCHITECT	001.181	CC23
MARINE BIOLOGIST	041.081	CC23
MARINE CORPS		CC4
MARINE ENGINEER	014.081	CC23

MARINE MECHANIC AND REPAIRMAN	623.281	CC23
MARINE OILER	911.884	CC23
MARKETING RESEARCH WORKER	050.088	CC25
MAINTENANCE PERSON	899.381	CC29
MATERIAL HANDLER	929.887	CC25
MATHEMATICIAN	020.088	CC6
MEAT CUTTER	316.884	CC25
MEAT CUTTER APPRENTICE	316.884	CC25
MEAT GRADER	535.387	CC3
MEAT WRAPPER	920.887	CC25

MECHANIC

(See Air Conditioning & Refrigeration Mechanic)
 (See Aircraft Accessories Mechanic)
 (See Aircraft Jet Engine Mechanic)
 (See Airframe and Power Plant Mechanic)
 (See Airplane Mechanic)
 (See Auto Mechanic)
 (See Brake and Front End Mechanic)
 (See Diesel Mechanic)
 (See Farm Equipment Mechanic)
 (See Marine Mechanic)
 (See Small Engine Mechanic)
 (See Truck and Bus Mechanic)

MECHANICAL DRAFTSMAN	007.281	CC15
MECHANICAL ENGINEER	007.081	CC21
MEDICAL ASSISTANT	079.368	CC18
MEDICAL LABORATORY ASSISTANT	078.381	CC18
MEDICAL RECORD LIBRARIAN	100.388	CC18
MEDICAL SECRETARY	201.368	CC6
MEDICAL TECHNOLOGIST	078.381	CC18

MENTAL HEALTH TECHNICIAN	355.878	CC18
MERCHANDISE DISPLAYER	298.081	CC25
MERCHANT MARINE SEAMAN	911.884	CC23
METEOROLOGIST	025.088	CC29
METER MAID	375.588	CC29
MICROBIOLOGIST	041.081	CC14
MINING ENGINEER		CC21
MOBILE HOME REPAIRMAN	899.884	CC21
MODEL (See Fashion Model)		
MOLDER-FOUNDRY	518.381	CC21
MOLDER HELPER	519.887	CC21
MOLDING MACHINE OPERATOR	556.885	CC22
MORTICIAN	338.381	CC27
MOTION PICTURE PROJECTIONIST	960.382	CC20
MOTORCYCLE REPAIRMAN	620.281	CC31
MOTORCYCLE REPAIRMAN APPRENTICE	620.281	CC31
NATIONAL GUARD		CC4
NAVY		CC4
NEWSPAPER EDITOR	132.018	CC8
NUCLEAR ENGINEER	015.081	CC22
NUCLEAR TECHNICIAN	015.380	CC22
NURSE (See Head Nurse) (See Licensed Practical Nurse) (See Nurse Anesthetist) (See Pediatric Nurse Practitioner) (See Public Health Nurse) (See Registered Nurse)		

NURSE AIDE	355.878	CC18
NURSE ANESTHETIST	175.378	CC18
NURSERY SCHOOL TEACHER (See Pre-School Teacher)		
NURSERYMAN - COMMERCIAL	406.168	CC3
NURSING HOME ADMINISTRATOR	187.118	CC18
OCCUPATIONAL THERAPIST	079.128	CC18
OCCUPATIONAL THERAPY AIDE	079.368	CC18
OCEANOGRAPHER	024.081	CC23
OFFICE BOY OR GIRL	230.878	CC6
OFFICE CLERK	219.338	CC6
OFFICE MACHINE SERVICE WORKER	633.281	CC6
OFFSET PRESS OPERATOR	651.782	CC8
OPTICIAN	713.381	CC18
OPTOMETRIST	079.108	CC18
ORDERLY	355.878	CC18
ORTHODONTIST	072.108	CC18
OSTEOPATH	071.108	CC18
PACKAGER	920.885	CC25
PAINTER	840.781	CC11
PAINTER APPRENTICE	840.781	CC11
PAINTER - SIGN	970.381	CC15

PAPERHANGER	841.781	CC11
PARAMEDIC	355.878	CC18
PARK RANGER	169.168	CC14
PATTERNMAKER APPRENTICE	600.280	CC22
PAYROLL CLERK	215.488	CC6
PEDIATRICIAN	070.108	CC18
PEDIATRIC NURSE PRACTITIONER	075.378	CC18
PERSONNEL CLERK	166.088	CC6
PERSONNEL MANAGER	166.118	CC6
PHARMACIST	074.181	CC19
PHOTOGRAPHER	143.062	CC15
PHYSICAL EDUCATION TEACHER	153.228	CC20
PHYSICAL THERAPIST	079.378	CC19
PHYSICAL THERAPIST AIDE	079.378	CC19
PHYSICIAN'S ASSISTANT		CC19
PHYSICIST	023.081	CC22
PIPEFITTER APPRENTICE	262.381	CC11
PLANT MANAGER	189.118	CC25
PLAYWRIGHT	131.088	CC15
PLUMBER	862.381	CC11
PLUMBER APPRENTICE	862.381	CC11
PODIATRIST	079.108	CC19
POPULAR SINGER	152.048	CC15
POLICEMAN-POWICEWOMAN	357.268	CC29
POSTAL CLERK	232.368	CC29
POULTRY FARMHAND	412.884	CC3

PRE-SCHOOL TEACHER	359.878	CC29
PRINTER	973.381	CC8
PROBATION OFFICER	195.108	CC29
PRODUCTION CLERK	221.338	CC25
PRODUCTS DEMONSTRATOR	297.458	CC25
PROFESSIONAL ATHLETE	153.348	CC20
PROGRAM DIRECTOR (RADIO & T.V.)	159.168	CC8
PROTESTANT MINISTER	120.108	CC15
PSYCHIATRIST	070.108	CC19
PSYCHOLOGIST	045.088	CC19
PUBLIC HEALTH NURSE	075.378	CC19
PUBLIC RELATIONS WORKER	165.068	CC6
PURCHASING AGENT	162.158	CC25
QUALITY CONTROL TECHNICIAN	019.281	CC22
RABBI	120.108	CC16
RADIO AND TELEVISION ANNOUNCER	159.148	CC8
RADIO AND TELEVISION SERVICE TECHNICIAN	720.281	CC25
RADIO AND TELEVISION SERVICE TECHNICIAN APPRENTICE	720.281	CC25
RADIOLOGIC TECHNOLOGIST	078.368	CC19

RANGE MANAGER	040.081	CC14
REAL ESTATE SALESPERSON	250.358	CC25
RECEPTIONIST	237.368	CC6
RECREATION LEADER	195.228	CC20
REGISTERED NURSE	075.128	CC19
REHABILITATION COUNSELOR	045.108	CC29
REPAIRMAN		
(See Auto-Body Repairman)		
(See Automobile Radiator Repairman)		
(See Dairy Equipment Sales & Service)		
(See Electrical Appliance Servicer)		
(See Furnace Installer and Repairman)		
(See Gas Appliance Servicer)		
(See Instrument Repair Helper)		
(See Mobile Home Repairman)		
(See Motorcycle Repairman)		
(See Office Machine Service Worker)		
(See Radio & Television Service Technician)		
(See Shoe Repair Worker)		
(See Telephone Repairman)		
REPORTER	132.268	CC8
ROMAN CATHOLIC PRIEST	120.108	CC16
ROOFER	866.381	CC11
ROOFER APPRENTICE	866.381	CC12
SAFETY PROFESSIONAL	012.081	CC29

SALESPERSON

(See Agricultural Chemical Sales Representative)
 (See Automobile Salesperson)
 (See Chemical and Drug Salesperson)
 (See Dairy Equipment Sales)
 (See Department Store Salesperson)
 (See Food, Beverage, Tobacco Salesperson)
 (See Grain and Feed Sales)
 (See Industrial Equipment Salesperson)
 (See Insurance Salesperson)
 (See Sales Clerk)
 (See Salesperson, Commodities)
 (See Securities Salesperson)
 (See Stockbroker)
 (See Tractor and Farm Implement Sales)
 (See Veterinarian Supply Salesperson)

SALES CLERK	290.478	CC25
SALESPERSON-COMMODITIES	260.289	CC25
SANDBLASTER	503.887	CC12
SANITARIAN	079.118	CC14
SANITARY AIDE	168.287	CC14
SCHOOL COUNSELOR	045.108	CC29
SCHOOL PRINCIPAL	091.118	CC29
SEAMSTRESS	785.381	CC27

SECRETARY

(See Administrative Secretary)
 (See Court Reporter)
 (See General Secretary)
 (See Legal Secretary)
 (See Medical Secretary)

SECURITIES SALESPERSON	251.258	CC25
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SEISMOLOGIST

(See Geophysicist)

SHEETMETAL WORKER	804.886	CC12
SHEETMETAL WORKER APPRENTICE	804.281	CC12
SHIPPING AND RECEIVING CLERK	222.387	CC25
SHOE REPAIR WORKER	365.381	CC27
SKIN DIVER	379.884	CC23
SMALL ENGINE MECHANIC	625.281	CC25
SOCIAL WORKER	195.108	CC29
SOIL CONSERVATION TECHNICIAN	040.081	CC14
SOIL CONSERVATIONIST	040.081	CC14
SOIL SCIENTIST	040.081	CC14
SORTING MACHINE OPERATOR	213.885	CC6
SOUND EFFECTS PERSON	194.281	CC8
SPECIAL AGENT - FBI		CC29
SPEECH PATHOLOGIST AND AUDIOLOGIST	079.108	CC19
STATISTICIAN	020.188	CC7
STENOGRAPHER (See Court Reporter)		
STOCKBROKER		CC27
STOCK CLERK	223.387	CC7
STONEMASON	861.781	CC12
STRUCTURAL IRON WORKER APPRENTICE	801.781	CC12
SURGEON	070.101	CC19
SURGICAL TECHNICIAN	079.378	CC19
SURVEYOR	018.188	CC12

SWIMMING INSTRUCTOR	153.288	CC20
SYSTEMS ANALYST	012.168	CC7
TAXICAB DRIVER	913.463	CC31
TAXIDERMIST	199.281	CC27
TEACHER'S AIDE	099.368	CC29
TEACHER		
(See College Teacher)		
(See Elementary Teacher)		
(See High School Teacher)		
(See Physical Education Teacher)		
(See Pre-School Teacher)		
(See Special Education Teacher)		
TEACHER OF EXCEPTIONAL CHILDREN	094.288	CC29
TECHNICAL WRITER	139.288	CC16
TELEPHONE INSTALLER	822.381	CC9
TELEPHONE OPERATOR	235.862	CC9
TELEPHONE REPAIRMAN	822.281	CC9
TELEPHONE SERVICE REPRESENTATIVE	249.368	CC9
TELETYPE OPERATOR	203.588	CC9
TELEVISION CAMERA TECHNICIAN (See Cameraman-Television)		
THEATER MANAGER	187.168	CC16
TILE SETTER	861.781	CC12
TILE SETTER APPRENTICE	861.781	CC12

TOOL AND DIE MAKER APPRENTICE	601.280	CC22
TOOL GRINDER OPERATOR	603.280	CC22
TOOL INSPECTOR	601.284	CC22
TOUR ESCORT	353.168	CC20
TRACTOR AND FARM IMPLEMENT SALES	277.358	CC3
TRACTOR TRAILER TRUCK DRIVER	904.883	CC31
TRANSFERRER	972.381	CC9
TRAVEL AGENT	237.168	CC31
TREE SURGEON (ARBORIST)	409.181	CC3
TRUCK DRIVER - LOCAL	902.883	CC31
TRUCK AND BUS MECHANIC	620.281	CC31
TRUCK FARMER	403.181	CC3
TYPIST	203.588	CC7
UNDERWRITER	169.188	CC7
VETERINARIAN	073.108	CC19
VETERINARIAN SUPPLY SALESPERSON	282.358	CC3
VETERINARY ATTENDANT	356.874	CC19
VETERINARY BACTERIOLOGIST	073.081	CC19

WAITER OR WAITRESS	311.878	CC27
WARD CLERK	219.388	CC19
WATCHMAKER		CC29
WATER WELL DRILLER	859.782	CC3
WEDDING CONSULTANT	299.358	CC13
WELDER	812.884	CC12
WHOLESALE MANAGER	185.168	CC25
WILDLIFE REFUSE MANAGER	451.181	CC14
YARD LABORER	539.887	CC31
ZOOLOGIST		CC3

Agri-Business and Natural Resources

CLUSTER

CARD NUMBERS CC1 CC2 CC3

Agricultural Aide	CC1
Agricultural Chemical Sales Representative	CC1
Agricultural Commodities Grader	CC1
Agricultural Engineer	CC1
Agricultural Extension Agent	CC1
Agricultural Quarantine Inspector	CC1
Agronomist	CC1
Artificial Inseminator	CC1
Auctioneer	CC1
Beekeeper	CC1
Botanist	CC1
Dairy Farm Hand	CC1
Dairy Tester	CC1
Farm Cooperative Manager	CC1
Farm Equipment Mechanic	CC1
Farm Equipment Mechanic Apprentice	CC1
Farm Equipment Operator	CC1
Farm Hand - General	CC1
Farm Hand - Grain	CC1
Farm Hand - Livestock	CC1
Farm Machinery Set-Up-Man	CC1
Farm or Ranch Manager	CC2
Farmer - Cash Grain	CC2
Feed Mixer	CC2
Feed Mixer Helper	CC2
Floriculturist	CC2
Florist Helper	CC2
Forester	CC2
Forester Aide Technician	CC2
Geologist	CC2
Geophysicist	CC2
Golf Course Superintendent	CC2
Grain and Feed Sales	CC2
Grain Buyer	CC2
Grain Drier Operator	CC2
Greenskeeper	CC2
Groundskeeper	CC2

CLUSTER

Agri-Business and Natural Resources

Con't.

Harvest Contractor	CC2
Hatchery Manager	CC2
Herdsman - Swine	CC2
Horse Breeder	CC2
Horticulturist	CC2
Irrigator - Sprinkling System	CC3
Liquid Fertilizer Serviceman	CC3
Livestock Buyer	CC3
Livestock Caretaker	CC3
Meat Grader	CC3
Nurseryman - Commercial	CC3
Poultry Farm Hand	CC3
Tractor and Farm Implement Sales	CC3
Tree Surgeon (Arborist)	CC3
Truck Farmer	CC3
Veterinarian Supply Salesperson	CC3
Water Well Driller	CC3
Zoologist	CC3

Business and Office

CLUSTER

CARD NUMBERS CC5 CC6 CC7

Account Analyst (Banking)	CC5
Accountant	CC5
Accounting Clerk	CC5
Actuary	CC5
Adding Machine Operator	CC5
Administrative Secretary	CC5
Appraiser Real Estate	CC5
Bank Clerk	CC5
Bank Teller	CC5
Bookkeeping Clerk	CC5
Bookkeeping Machine Operator	CC5
Calculating Machine Operator	CC5
Cashier	CC5
Claim Adjuster	CC5
Clerk Typist	CC5
Computer Operator	CC5
Computer Programmer	CC5
Controller	CC5
Court Reporter	CC5
Credit Clerk	CC5
Credit Collector	CC6
Credit Manager	CC6
Duplicating Machine Operator	CC6
File Clerk	CC6
General Secretary	CC6
High Speed Printer Operator	CC6
Key Punch Operator	CC6
Legal Secretary	CC6
Loan Officer	CC6

<u>CLUSTER</u>	<u>Business and Office</u>	Con't.
Mathematician	CC6	
Medical Secretary	CC6	
Office Boy or Girl	CC6	
Office Clerk	CC6	
Office Machine Service Worker	CC6	
Payroll Clerk	CC6	
Personnel Clerk	CC6	
Personnel Manager	CC6	
Public Relations Worker	CC6	
Receptionist	CC6	
Sorting Machine Operator	CC6	
Statistician	CC7	
Stock Clerk	CC7	
Systems Analyst	CC7	
Typist	CC7	
Underwriter	CC7	

Communications and Media

CLUSTER

CARD NUMBERS CC8 CC9

Audio Control Technician	CC8
Camerman - Television	CC8
Compositor	CC8
Cylinder Press Operator	CC8
Disc Jockey	CC8
Editorial Assistant	CC8
Freelance Writer	CC8
Journalist	CC8
Linotype Operator	CC8
Newspaper Editor	CC8
Offset Press Operator	CC8
Printer	CC8
Program Director (Radio & T.V.)	CC8
Radio and Television Announcer	CC8
Reporter	CC8
Sound Effects Person	CC8
Telephone Installer	CC9
Telephone Operator	CC9
Telephone Repairman	CC9
Telephone Service Representative	CC9
Teletype Operator	CC9
Transferrer	CC9

Construction

CLUSTER

CARD NUMBERS CC10 CC11 CC12

Air Conditioning & Refrigeration Mechanic	CC10
Air Conditioning & Refrigeration Mechanic Apprentice	CC10
Air Hammer Operator	CC10
Architectural Draftsman	CC10
Asbestos and Insulating Worker	CC10
Bricklayer	CC10
Bricklayer Apprentice	CC10
Cabinetmaker	CC10
Carpenter	CC10
Carpenter Apprentice	CC10
Carpet Layer's Helper	CC10
Cement Mason	CC10
Cement Mason Apprentice	CC10
Construction Inspector	CC10
Construction Worker	CC10
Contractor	CC10
Draftsman	CC10
Drill Press Operator	CC10
Drywall Applicator	CC10
Electrician	CC10
Electrician Apprentice	CC11
Estimator	CC11
Excavating Equipment Operator	CC11
Glazier Helper	CC11
Heavy Equipment Operator	CC11
Hod Carrier	CC11
Housebuilder	CC11
Insulation Worker Apprentice	CC11

CLUSTER

Construction

Con't.

Landscape Architect	CC11
Landscape Gardener	CC11
Lather Apprentice	CC11
Lineworker	CC11
Lineworker Apprentice	CC11
Painter	CC11
Painter Apprentice	CC11
Paperhanger	CC11
Pipefitter Apprentice	CC11
Plumber	CC11
Plumber Apprentice	CC11
Roofer	CC11
Roofer Apprentice	CC12
Sandblaster	CC12
Sheetmetal Worker	CC12
Sheetmetal Worker Apprentice	CC12
Stonemason	CC12
Structural Iron Worker Apprentice	CC12
Surveyor	CC12
Tile Setter	CC12
Tile Setter Apprentice	CC12
Welder	CC12

Consumer and Homemaking

CLUSTER

CARD NUMBER CC13

Dietician
Draper

CC13
CC13

Fashion Coordinator
Food Scientist
Furniture Upholster Helper

CC13
CC13
CC13

Home Economist
Home Service Representative

CC13
CC13

Wedding Consultant

CC13

Environmental Control

CLUSTER

CARD NUMBER CC14

Biologist	CC14
Environmental Health Technician	CC14
Exterminator	CC14
Fish and Game Warden	CC14
Food and Drug Inspector	CC14
Industrial Hygienist	CC14
Microbiologist	CC14
Park Ranger	CC14
Range Manager	CC14
Sanitarian	CC14
Sanitary Aide	CC14
Soil Conservation Technician	CC14
Soil Conservationist	CC14
Soil Scientist	CC14
Wildlife Refuge Manager	CC14

Fine Arts and Humanities

CLUSTER

CARD NUMBERS CC15 CC16

Actor and Actress	CC15
Advertising - Copywriter	CC15
Advertising - Layout Person	CC15
Architect	CC15
Archivist	CC15
Cartoonist	CC15
Commercial Artist	CC15
Concert Singer	CC15
Dancer	CC15
Fashion Designer	CC15
Floral Designer	CC15
Instrumental Musician	CC15
Interior Decorator	CC15
Interpreter	CC15
Mechanical Draftsman	CC15
Painter - Sign	CC15
Photographer	CC15
Playwright	CC15
Popular Singer	CC15
Protestant Minister	CC15
Rabbi	CC15
Roman Catholic Priest	CC16
Technical Writer	CC16
Theater Manager	CC16

Health Service

CLUSTER

CARD NUMBERS CC17 CC18 CC19

Admitting Clerk	CC17
Ambulance Attendant	CC17
Ambulance Driver	CC17
Anatomist	CC17
Anesthesiologist	CC17
Art Therapist	CC17
Chiropractor	CC17
Cytotechnologist	CC17
Dental Assistant	CC17
Dental Hygienist	CC17
Dental Laboratory - Technician	CC17
Dentist	CC17
Doctor - General Practice	CC17
Electrocardiograph Technician (EKG)	CC17
Electroencephalograph Technician (EEG)	CC17
Head Nurse	CC17
Health Physics Technician	CC17
Histologic Technician	CC17
Home Health Aide	CC17
Hospital Administrator	CC17
Inhalation Therapist	CC18
Licensed Practical Nurse	CC18
Medical Assistant	CC18
Medical Laboratory Assistant	CC18
Medical Record Librarian	CC18
Medical Technologist	CC18
Mental Health Technician	CC18

Health Service

CLUSTER

Con't.

Nurse Aide	CC18
Nurse Anesthetist	CC18
Nursing Home Administrator	CC18
Occupational Therapist	CC18
Occupational Therapy Aide	CC18
Optician	CC18
Optometrist	CC18
Orderly	CC18
Orthodontist	CC18
Osteopath	CC18
Paramedic	CC18
Pediatrician	CC18
Pediatric Nurse Practitioner	CC18
Pharmacist	CC19
Physical Therapist	CC19
Physical Therapist Aide	CC19
Physician's Assistant	CC19
Podiatrist	CC19
Psychiatrist	CC19
Psychologist	CC19
Public Health Nurse	CC19
Radiologic Technologist	CC19
Registered Nurse	CC19
Speech Pathologist and Audiologist	CC19
Surgeon	CC19
Surgical Technician	CC19
Veterinarian	CC19
Veterinary Attendant	CC19
Veterinary Bacteriologist	CC19
Ward Clerk	CC19

Hospitality and Recreation

CLUSTER

CARD NUMBER CC20

Athletic Coach	CC20
Camp Counselor	CC20
Hunting and Fishing Guide	CC20
Kennelman	CC20
Motion Picture Projectionist	CC20
Physical Education Teacher	CC20
Professional Athlete	CC20
Recreation Leader	CC20
Swimming Instructor	CC20
Tour Escort	CC20

Manufacturing

CLUSTER

CARD NUMBERS CC21 CC22

Aeronautical Technicians	CC21
Aerospace Engineer	CC21
Bookbinder	CC21
Ceramic Engineer	CC21
Chemical Engineer	CC21
Chemist	CC21
Drawing Tender	CC21
Electrical Engineer	CC21
Electronic Electrical Draftsman	CC21
Electronic Technician	CC21
Engineering Aide	CC21
Foundry Worker - General	CC21
Garment Cutter	CC21
Industrial Engineer	CC21
Machinist Apprentice	CC21
Mechanical Engineer	CC21
Mining Engineer	CC21
Mobile Home Repairman	CC21
Molder - Foundry	CC21
Molder - Helper	CC21
Molding Machine Operator	CC22
Nuclear Engineer	CC22
Nuclear Technician	CC22
Patternmaker Apprentice	CC22
Physicist	CC22
Quality Control Technician	CC22
Tool and Die Maker Apprentice	CC22
Tool Grinder Operator	CC22
Tool Inspector	CC22

Marine Science

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CARD NUMBER CC23

Aquatic Biologist	CC23
Fish Hatchery Foreman	CC23
Marine Architect	CC23
Marine Biologist	CC23
Marine Engineer	CC23
Marine Mechanic and Repairman	CC23
Marine Oiler	CC23
Merchant Marine Seaman	CC23
Oceanographer	CC23
Skin Diver	CC23

Marketing and Distribution

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CARD NUMBERS CC24 CC25

Automobile Salesperson	CC24
Buyer	CC24
Chemical and Drug Salesperson	CC24
Dairy Equipment Sales & Service	CC24
Dairy Route Worker	CC24
Department Store Storeperson	CC24
Economist	CC24
Electrical Appliance Servicer	CC24
Fashion Model	CC24
Food, Beverage, Tobacco Salesperson	CC24
Furnace Installer and Repairman	CC24
Gas Appliance Serviceman	CC24
Industrial Equipment Salesperson	CC24
Industrial Traffic Manager	CC24
Industrial Truck Operator	CC24
Instrument Repair Helper	CC24
Insurance Salesperson	CC24
Jeweler	CC24
Management Trainee	CC24
Marketing Research Worker	CC25
Material Handler	CC25
Meat Cutter	CC25
Meat Cutter Apprentice	CC25
Meat Wrapper	CC25
Merchandise Displayer	CC25

CLUSTER

Marketing and Distribution

Con't.

Packager	CC25
Plant Manager	CC25
Production Clerk	CC25
Products Demonstrator	CC25
Purchasing Agent	CC25
Radio and Television Service Technician	CC25
Radio and Television Service Technician Apprentice	CC25
Real Estate Salesperson	
Sales Clerk	CC25
Salesperson - Commodities	CC25
Securities Salesperson	CC25
Shipping and Receiving Clerk	CC25
Small Engine Mechanic	CC25
Wholesale Manager	CC25

Personal Services

CLUSTER

CARD NUMBERS CC26 CC27

Alteration Tailor	CC26
Animal Care Technician	CC26
Attendant - Lodging Facilities	CC26
Baker	CC26
Baker's Helper	CC26
Barber	CC26
Bellman	CC26
Butcher - Slaughter House	CC26
Caterer	CC26
Chef - Hotel and Restaurant	CC26
Cook	CC26
Cook's Helper	CC26
Cosmetologist	CC26
Custodian	CC26
Gunsmith	CC26
Hand Presser	CC26
Host or Hostess	CC26
Hotel Clerk	CC26
Hotel Housekeeper	CC26
Hotel - Motel Manager	CC26
Houseperson	CC27
Laundry Laborer	CC27
Lawyer	CC27
Locksmith	CC27
Machine Presser	CC27
Maid II	CC27
Mortician	CC27
Seamstress	CC27
Shoe Repair Worker	CC27
Stockbroker	CC27
Waiter or Waitress	CC27

Public Service

CLUSTER

CARD NUMBERS CC28 CC29

Anthropologist	CC28
Astronomer	CC28
Ballistics Man	CC28
Child Care Attendant	CC28
Child Day Care Center Director	CC28
City Manager	CC28
Civil Engineer	CC28
College Career Planning & Placement Officer	CC28
College Teacher	CC28
Detective	CC28
Dog Catcher	CC28
Elementary Teacher	CC28
Employment Counselor	CC28
Employment Interviewer	CC28
Firefighter	CC28
Geographer	CC28
Guard	CC28
High School Teacher	CC28
Highway Patrolman	CC28
Judge	CC28
Kindergarten Teacher	CC29
Librarian	CC29
Library Aide	CC29

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Public Service

Con't.

Mail Carrier	CC29
Maintenance Person	CC29
Meteorologist	CC29
Meter Maid	CC29
Policeman - Policewoman	CC29
Postal Clerk	CC29
Pre-School Teacher	CC29
Probation Officer	CC29
Rehabilitation Counselor	CC29
Safety Professional	CC29
School Counselor	CC29
School Principal	CC29
Social Worker	CC29
Special Agent - FBI	CC29
Teacher's Aide	CC29
Teacher of Exceptional Children	CC29
Watchmaker	CC29

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Transportation

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CARD NUMBERS CC30 CC31

Air Traffic Controller	CC30
Aircraft Accessories Mechanic	CC30
Aircraft Jet Engine Mechanic	CC30
Airframe and Power Plant Mechanic	CC30
Airline Reservationist	CC30
Airplane Mechanic	CC30
Airplane Pilot - Commercial	CC30
Airplane Steward & Stewardess	CC30
Auto Body Repairman	CC30
Auto Body Repairman Apprentice	CC30
Auto Mechanic	CC30
Auto Mechanic Apprentice	CC30
Automobile Parts Manager	CC30
Automobile Radiator Repairman	CC30
Automobile Service Station Attendant	CC30
Brake and Front End Mechanic	CC30
Diesel Mechanic	CC30
Bus Driver	CC30
Delivery Worker	CC30
Diesel Mechanic	CC30
Diesel Mechanic Helper	CC31
Furniture Mover	CC31
Locomotive Engineer	CC31
Motorcycle Repairman	CC31
Motorcycle Repairman Apprentice	CC31

CLUSTER

Transportation

Con't.

Taxicab Driver
Tractor Trailer Truck Driver
Travel Agent
Truck Driver - Local
Truck and Bus Mechanic

CC31
CC31
CC31
CC31
CC31

Yard Laborer

CC31

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